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ABSTRACT

The accounting of the origin, development, and use of private home study schools in Illinois analyzes their enrollment, courses, regulations, economics, subject matter areas, and strengths and weaknesses. The potential they offer for future coordination with public schools is stressed and recommendations are directed to the governer, the State Advisory Council on Vocational Education, and the State Department of Public Instruction as well as to the local school districts and the home study schools themselves. An appendix provides a directory of private home study schools in Illinois and a listing of courses offered in such schools in the State. (MU)

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PRIVATE HOME STUDY SCHOOLS IN ILLINOIS

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ADVISORY COUNCIL
ON VOCATIONAL EDUCATION

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PREFACE

In early May the State Advisory Council on Vocational Education invited me to make a study of Private Home Study Schools in Illinois. Having myself completed many university correspondence courses and having spent six years as Executive Director of the National Home Study Council, the study was one which I was very glad to make. My chief regret was that the work had to be completed before the end of June. So much needed to be found out and so much said that I wanted time to write a book—a good, solid, scholarly piece. But time and budget dates did not allow. What I have attempted is too fragmentary to please me. The field is worthy of a better document. I hope some day it will be possible for me to write a better account of the contribution that private home study schools are making to American Education.

Acknowledgments and sincere thanks are due to at least 75 persons interviewed in person or by telephone in May and June. Without their help, this much would have been impossible. I shall mention only one, well known in home study circles, my wife, Helen. As usual she had worthy inputs at many points.

In a sense this study is a follow up of one made by H. H. Katz. Special thanks go to him for his helpfulness.

I hope I have not violated any confidences by revealing data given me for statistical purposes. It was most enjoyable to be working with the good people of Illinois, and hope to be back some time.

Homer Kempfer
Reston, Virginia
June 29, 1973

CHAPTER I. HISTORY AND DEVELOPMENT

Correspondence instruction in Illinois started nearly a century ago when Illinois Wesleyan University in 1874 began offering home study courses to prepare students for university examinations.

> "Correspondence instruction could lead not only to the Bachelor's degree but to the M.A. and Ph.D. as well. However, the Illinois Wesleyan program apparently failed to convince its critics that its correspondence program was the educational equivalent of its regular program, and faced with the reality that some institutions of higher learning refused to recognize a degree wholly on study done by correspondence, the University Senate of the Methodist Institutions decreed in 1906 that all colleges in the federation had to phase out their correspondence program in 1910."[1]

Thus, even in the chaotic post-Civil War days before accrediting agencies had defined the roles of higher and secondary education, the campus-classroom tradition was strong enough in America to rule out other educational approaches. Only in the past decade have nontraditional methods become broadly recognized as legitimate ways in which to gain an education.

While the campus-classroom forces in American higher education were suppressing correspondence instruction as an educational method, the opposite was happening in Great Britain. Starting with the University of London in 1887, the British Commonwealth devised systems of external examinations leading to degrees at all levels. Candidates were allowed to prepare in any way they chose. Demonstration of competence, rather than method of preparation became the standard of eligibility for degrees in Britain. Home study could compete with all other methods. At the present time at least eight recognized universities throughout the Commonwealth offer degrees based on examinations without any residence requirements.

While the idea whose time had come was beaten down in American higher education circles, the need for the home study method would not be denied. William Rainey Harper, a young teacher at the Baptist Seminary in Morgan Park, Illinois, was sensitive to the need for a way for students to learn even though they could not spend time on campus. The Seminary authorized him to offer

[1]David D. Mathieson, *Correspondence Study: A Summary Review of the Research and Development Literature*, National Home Study Council, Washington, D.C. 1971.

correspondence courses in 1881. In 1882 he induced the Chautauqua Institution in New York to adopt correspondence study as a method of instruction. When he went to Yale University in 1886, he took his correspondence program with him.

When the University of Chicago opened in 1892 with Harper as its first President, he insisted on starting a Correspondence Study Department. It continued until 1964. A candidate at Chicago could earn half his degree requirements through correspondence study. President Harper can be credited with doing more than any other person in getting correspondence instruction started and at least partly recognized in American institutions of higher education.

The University of Wisconsin offered informal correspondence courses in the nineties although it did not enter the field formally with legislative sanction until 1906. Other universities followed the leadership of these two institutions. Today practically every State university and a number of other higher education institutions offer correspondence courses applicable to a limited extent toward degrees. The bulk of offerings are in a broad spread of academic fields although a number of institutions also offer courses in selected professional areas. Only a few offer vocational courses. About 90 percent of all university courses yield undergraduate credit. Seven universities offer graduate credit by correspondence. About 30 offer home study courses at the high school level.[2]

In Illinois, Loyola University, Roosevelt University, and the University of Illinois offer undergraduate correspondence instruction with combined course enrollment usually under 10,000 annually. None of the three offer high school courses.

Origin of Private Schools

While academic institutions were struggling to establish correspondence departments, often against considerable faculty opposition, the socio-economic circumstances of the late nineteenth century accentuated the need for occupational training. A generation after the Civil War the country had regained its economic momentum and was developing at a rapid rate. In this period of vigorous physical expansion and development of natural resources, farming, forestry, manufacturing, mining, commerce, transportation, and industries of all kinds cried out for skilled workers. Craftsmen who knew both how and why were in great demand.

[2] *Guide to Independent Study*, National University Extension Association, Washington, D.C. 1973-75.

Colleges and universities were struggling to separate themselves from secondary schools and were more interested in establishing academic standards than in teaching the workingman. The Morrill Act of 1862 stimulated the establishment of "colleges of agriculture and mechanic arts" which developed curricula in engineering and other technical fields higher than the craftsman level. Off-campus and other extension activities were not broadly conceptualized for another generation. The first big effort to extend the campus to the boundaries of the state came in the establishment of the county agent system under the Smith-Lever Act of 1914.

High schools, under the domination of universities, prepared a select few students for higher education and offered almost no occupational training. The Smith-Hughes Act providing for classroom instruction in institutions of less than college grade came in 1917, almost a generation after the founding of the first private home study schools.

Into this occupational eduation vacuum both resident and home study schools started to develop under private initiative and auspices. The educational need existed, was not being met by public educational systems, and private enterprise began to serve it. The most useful training approach needed (a) to serve a scattered and mobile population, (b) to cater to adults with family and breadwinning responsibilities, (c) to teach without requiring travel or assembly in groups, and (d) to allow self-paced instruction. The postal system was operational in both urban and rural areas and the broadcast media were not yet developed. Individual home study was a natural solution.

Credit for starting the first proprietary school which still exists is usually given to Thomas J. Foster, the editor of a mining journal in Pennsylvania, who, in 1890, began what is now known worldwide as the International Correspondence Schools. ICS initially grew out of the need for men trained in safety in coal mines but soon expanded into other technical and business subjects. The new school met the needs of its time and grew rapidly. Because it served a widespread need, it was a glowing financial success and inspired the founding of numerous other schools, many less worthy than the original. For decades ICS was the world's largest correspondence school and still offers a very broad range of courses to its scores of thousands of students. Its cumulative enrollment is now approaching ten million students.

The Blackstone School of Law also traces its history back to 1890 in Detroit. Other American private home study enterprises have been traced back as far as 1728 but little is known about them.[3]

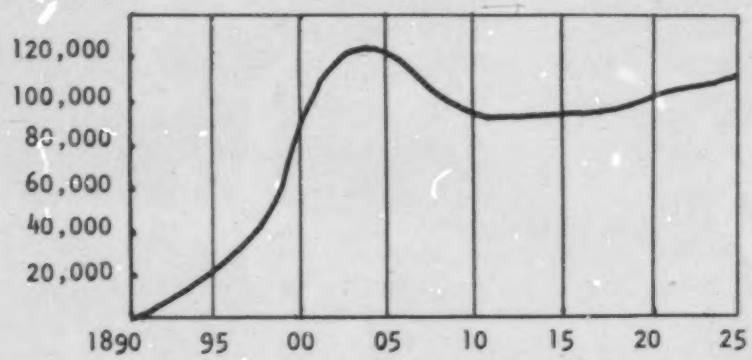

Chart 1. Growth of International Correspondence Schools, 1891-1923

(Data derived from J. S. Noffsinger, Correspondence Schools, Lyceums, and Chautauquas, The Macmillan Company, New York, 1926, p. 13.)

Table 1. Cumulative Enrollment of International Correspondence Schools, 1891-1923. (From Noffsinger, *op cit.* p. 13)

Year	Cumulative Enrollment
1891	115
1895	10,105
1900	251,310
1905	853,773
1910	1,363,700
1915	1,802,251
1920	2,271,193
1923	2,580,362

[3]Rexford W. Battenberg of the American School has discovered an ad in the Boston Gazette of March 20, 1728, in which a Caleb Philippe offered to teach shorthand to persons "by having the several lessons sent weekly to them." Quoted in H. H. Kitz, *A State of the Art Study in the Independent Private School Industry in the State of Illinois*, Advisory Council on Vocational Education, Springfield, Illinois, 1972, p. 8-9.

The exact origin of private home study schools in Illinois is less clear. The Moody Bible Institute started its first correspondence courses in 1901. There may have been proprietary home study schools in the state in the nineties or before but historical research would be required to identify them. Apparently the first presently-existing home study vocational school in Illinois was the American School which arrived in Chicago in 1902.

R. T. Miller, Jr., in 1897 in Boston assembled a corps of graduates and faculty members of Howard University and the Massachusetts Institute of Technology to form the nucleus of the American School. Its initial purpose was ". . . to bring much-needed training to America's wage earners." (American School Catalog) After 75 years its purpose remains the same.

Mr. Miller recognized the opportunities for expansion in the Mid-west and after five years in Boston accepted the invitation of Armour Institute (now Illinois Institute of Technology) to move to Chicago for a five-year educational experiment. During this period the School added several more courses including its now-famous high school course, and conducted several extension courses in settlement houses in Chicago. At the end of the experiment, the School moved to its present building on the edge of the University of Chicago campus. While the American School has no organizational connection with the University, it benefits from the proximity in numerous ways through association of officers, faculty, and graduate students.

In 1898 the American Technical Society emerged from the same origins and became a major publisher of textbooks in the trade and technical education field. In 1940 the Society was re-established as a non-profit institution under the laws of Illinois. The new charter authorizes the Society to offer home study courses although its main work continues to be publishing high quality text and reference books for workingmen.

The Greer Technical Institute was founded in 1902. Its home study division was moved to Atlanta in May, 1973, as a part of the Ryder Schools.

The Chicago Technical College was established in 1904 by Charles W. Morey, a Purdue University graduate in mechanical engineering. As an engineer for the American Bridge Company, Mr. Morey and his associates found themselves spending a great deal of time teaching drafting and other engineering-related subjects to young men. The first classes were drafting held in a 12 x 15 foot room.

A day division was added in 1909 and home study in 1911. Chicago Tech began offering an aeronautical engineering course by home study in 1917. Within three years after the first radio broadcasting station was on the air, Chicago Tech was offering a radio course by correspondence.

This type of pioneering can be illustrated over and over again in private schools. It is a prime reason why the state should encourage their well-being. Their close association with industry and business gives them a sensitivity which sees new opportunities early. Their relative simplicity of organization and direct decision-making processes enable them to make occupational surveys and act quickly. Their contact with pioneering authorities in new fields gives them access to writers of instructional materials. It is quite common for home study schools to have courses available in new fields well before there is sufficient demand for a university to produce a course.

Chart 2 shows the founding dates of most presently-operating private home study schools in Illinois. A sophisticated observer will recognize that many founding dates coincide with significant developments in the corresponding industrial field. International Accounts Society (1903), LaSalle Extension University (1908) and Walton School of Commerce (1910) responded to the need for more business management and accounting in the commercial world. The Institute of Applied Science (1916) came with the growth of fingerprinting and other scientific methods of criminal identification. DeVry Institute of Technology (1931), originally De-Forest's, responded to the invention of the vacuum tube and other developments in electronics. The Stock Market Institute (1931) was founded in the midst of the Great Depression. The Highway Transportation Institute (1960) feeds trained men into the constantly expanding trucking industry.

By 1912 John V. L. Morris wrote in *Employee Training* (McGraw Hill Book Co., p. 241) ". . . probably more men in American industry have gained the technical phases of their needs from correspondence schools than by any other means." Fourteen years later, in a study financed by the Carnegie Corporation of New York, Noffsinger found that "four times as many persons were studying by correspondence with privately owned schools as there were in all the resident colleges, universities and professional schools combined."[4]

[4] J. S. Noffsinger, *Correspondence Schools, Lyceums, and Chautauquas*, The Macmillan Company, New York, 1926, p. 16.

Blackstone School of Law	1890
American School	1897
American Technical Society	1898
Moody Bible Institute	1901
International Accountants Society	1903
Chicago Technical College	1904
Investigations Institute	1908
LaSalle Extension University	1908
Chicago School of Watchmaking	1908
Walton School of Commerce	1910
National Safety Council	1913
Institute of Applied Science	1916
Siebel Institute of Technology	1919
Hadley School for the Blind	1920
American School of Photography	1923
College of Advanced Traffic	1923
National Photo Coloring School	1924
American Savings and Loan Association	1925
American Medical Records Association	1928
International Graphoanalysis Society	1930
DeVry Institute of Technology	1931
Stock Market Institute	1931
Intern'l Ass'n of Assessing Officers	1934
National Baking School	1936
Wahl Institute	1940
National School of Dress Design	1940
Commercial Trades Institute	1942
Wayne School	1943
Emmaus Bible School	1943
Christian Writers Institute	1945
Career Institute	1947
Fabricon Company	1947
Allied Institute of Technology	1948
Lincoln Services	1948
Benson Barrett	1952
Advance Schools	1952
Institute of Gas Technology	1954
Chicago School of Interior Design	1954
American Surgical Trade Association	1958

Chart 2. Founding Dates of Private Home Study Schools in Illinois (continued next page)

Liberty School	1958
Motel Management Institute	1958
Academy for Home Study	1959
Real Estate Education Corporation	1959
Highway Transportation Institute	1960
North American Institute of Police Science	1962
Peat, Marwick, Mitchell and Company	1964
American Truck Driving Schools	1969
Federated Tax Service School	1969
School of Audio-Otometry	1969
American Institute of Drafting	1972
Amerceac	1973
American Institute of Public Relations	-
American Tax Training Service	-
Anderson School of Scientific Massage and Physical Therapy	-
Computer Tax Academy	-
Continental Institute of Technology	-
Hays School of Combustion Engineering	-
Prefect Voice Institute	-
Wilson School of Engineering	-
Total: 59	

Chart 2. Founding Dates of Private Home Study Schools in Illinois

Schools in Chart 2 are not the only ones that contributed to the educational history of their time. An unknown number of other such schools started up in response to a need (or an opportunity) and are no longer in existence. The picture is very mixed and hazy. No official records were kept. Certain states began to exercise their inherent right to regulate the private segment of their educational systems in the early twenties but Illinois did not begin to assume its responsibility until almost a generation later in 1951. It would take arduous research to develop any complete history of home study schools which sprang up and died. However, they might be classified into three groups:

a. Those which were founded in response to a need but were operated by persons too unskilled in business manage-

ment to make them successful. They often failed for lack of adequate financing. Noffsinger reports that the average life of new schools was six years.

b. Those which were started as get-rich-quick schemes—a behavior pattern which often emerges in humankind in an unregulated, free economy. As in many other fields of demonstrated and urgent need, an unknown number of fly-by-nights started up in Illinois and in other states.

   In the early days before regulation fast-talking salesmen could open an office, advertise, take whatever down payments they could collect from ambitious people, and close up in a few weeks without ever having a page of instructional material ready. It was this experience more than the first category which gave unregulated private home study schools a bad name.

c. Those which sincerely wanted to and did provide worthwhile instruction. Some of these schools lasted through wars and depressions and made significant contributions to manpower training. One, Industrial Training Institute, was a successful home study school for a half century before it underwent a metamorphosis and passed from the scene in 1966. Others merged or trained out their students before closing.

In a business in which occupational, economic, and industrial changes are the order of the day, it can be expected that a formula which worked for years will not necessarily continue to work forever. Home study schools have to change with the times or die. Some are the lengthened shadows of a founder and decline upon his demise. Others, like Chicago Tech, stay in the same family for generations and make the necessary adjustments. Schools acquired by large corporations may receive an infusion of funds, leadership, and ideas and take off anew. Others taken over suffer from external corporate leadership if it is unable to adapt to the particular requirements of "the school business." Consequently, even today some corporate acquisitions of private home study schools are declining and closing.

While the founding and demise dates of schools which closed two or three generations ago are almost impossible to trace, the recent history is better known. For varying periods between World War II and June, 1973, the schools or associations in Illinois listed below

offered home study courses. Several started long before World War II. The list is far from complete.

American Bible School (moved to Florida)
American Business Men's Service
American Dietetic Association (ceased enrolling in spring, 1973)
American Extension School of Law (closed)
Britannica Academy for Adults (closed 1969)
Chicago School of Nursing (closed 1965)
Christy Trades School
Coyne Electrical School (ceased enrolling in 1971)
Greer Technical Institute (home study department moved to Atlanta, 1973)
Industrial Training Institute (Successor to L. L. Cooke School of Electricity, 1916-1966)
Institute of Business and Computer Education (ceased enrolling in 1971)
Institute for Training in Municipal Administration
Metropolitan School of Tailoring (terminated home study)
Motorola Training Institute (moved to Pennsylvania, 1973)
Napoleon Hill Institute (moved out of state)
National School of Meat Packing (moved out of state)
National School of Practical Nursing (closed 1965)
North American School
Sprayberry Academy of Radio and Television (closed)
Statistical Tabulating Corporation
Swanson School of Swedish Massage (closed)
Tractor Training Service (moved to California)
University Extension Conservatory
Utilities Engineering Institute (merged and closed)

Enrollment Trends

By 1910 home study enrollment in the United States had reached sizable proportions. Chart 3 shows enrollment trends in correspondence education in this country since 1900.[5] Most of this enrollment was in private schools before World War II. The trend line is based on data collected from several sources by Professor Bolina. The figures undoubtedly have considerable unreliability, as statistical reporting efforts in this field have always been sporadic and weak. Most figures are estimates.

[5]August C. Bolina, *Occupational Education as a Source of Economic Growth*. Submitted to the Manpower Administration, Research Grant No. 91-11-72-25, November, 1972.

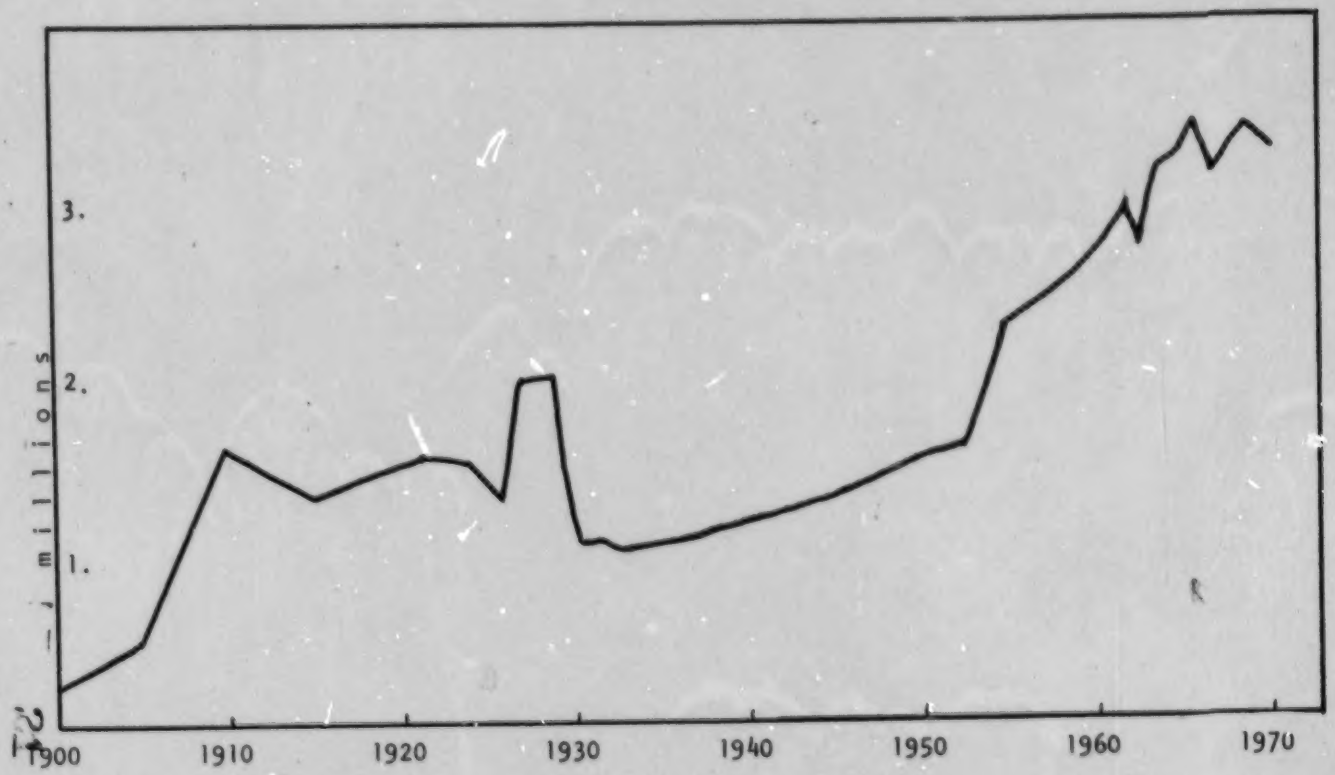

Chart 3. Total Enrollment in Correspondence Schools in the United States, 1900-1970 (Bolina)

The first peak represents the upsurge early in the century and the second presumably the euphoria prior to the 1929 stock market crash. At least a severe drop occurred in 1930. There was another steady climb until the early fifties. The renewed interest following the Korean War may, in small part, reflect veterans enrollment stimulated by improved benefits from the Veterans Administration.

In the last 20 years correspondence enrollment has more than doubled. Students of cyclical theory may see a relationship with the stock market in recent years. School managers of long experience claim enrollment is more closely related to the economy as a whole and unemployment in particular.

The last survey of home study enrollment was made by the National Home Study Council in 1970. Findings are shown in Table 2.

Table 2. Size of Enrollment and Student Body in Correspondence Education, by Type of School, 1970. (From NHSC News release)

	Student Body	Enrollment
PRIVATE SCHOOLS	1,850,197	790,492
NHSC members	(1,630,128)	(649,913)
Non-members	(220,069)	(140,579)
FEDERAL & MILITARY	2,185,701	1,851,493
COLLEGES & UNIVERSITIES	312,592	234,212
RELIGIOUS	323,720	307,717
BUSINESS & INDUSTRY	68,891	43,671
TOTAL: ALL SCHOOLS	4,741,101	3,227,585

Analysis of incomplete responses and projections based on other known factors yield 5,018,630 as an estimate of the total student body.

If new enrollments had been projected nationally in the same ratio, there would have been 3,416,552 new enrollees in 1970.

Enrollment in Illinois Schools

If correspondence enrollments in business and industry, religious organizations, and federal civil and military branches are omitted, total new enrollment in Illinois schools during the past year was approximately 380,000 students (based on data provided in this

study by schools and on estimates where data were missing). Of these approximately 10,000 were in universities and 370,000 in private schools.

Universities in Illinois accounted for 2.6 per cent of the state's home study enrollment and private schools accounted for 97.4 per cent.

Enroliment in courses in religion run around 50,000 per year although if one counted nationwide and worldwide enrollment of courses headquartered in Illinois but serviced in decentralized locations elsewhere, the number could possibly reach 350,000.

Chart 4 attempts to show the growth and fluctuations of worldwide enrollment in Illinois-based private home study schools. The chart since World War II is based on reasonably accurate data and estimates. The private home study enrollment (religion excluded) of 370,000 new students includes an upsurge of 154,000 new students over the 1970 estimate. In the past year three large Chicago schools mushroomed their enrollment by adding 188,000 new students to their rolls. They have been on a definite upsurge for about three years. Certain other schools have shown smaller growth.

Illinois accounts for about 5.62% of the nation's population in 1970. Several analyses point to the estimate that Illinois-based home study schools normally enroll approximately 8 per cent of the nation's home study students. If the enrollment of out-of-state schools since 1970 did not increase as dramatically as Illinois school enrollment, the Illinois percentage may be climbing rapidly. The 1973 estimates of Illinois school enrollment is 44 per cent of the total 1970 national crop of new students.

The Illinois figures may be in error by 10 to 20 per cent or more in either direction. Data for the early years of the chart are even less reliable. Several factors contribute to unreliablity of statistics in the private home study field.

Enrollment information is proprietary and not widely shared.

For most of the period no agency gathered enrollment statistics from private schools. Government largely ignored private schools.

The National Home Study Council started to make periodic surveys of enrollment only since the mid-fifties.

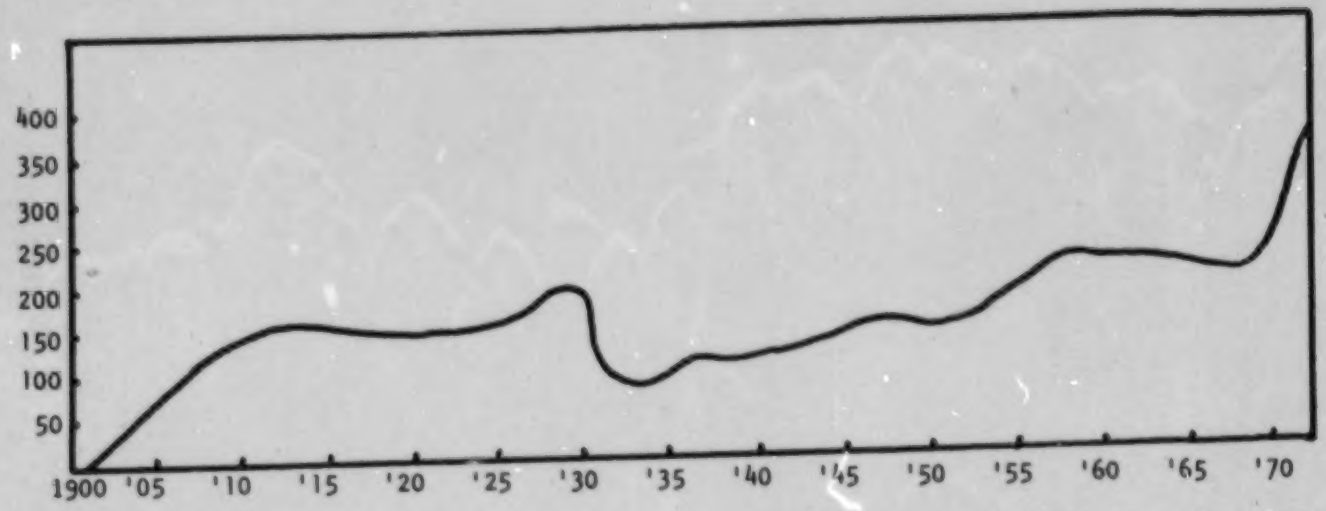

Chart 4. Estimated Enrollment in Illinois-Based Private Home Study Schools, 1901-1973

Schools usually publish only grossly rounded numbers, if at all, in their catalogs, annual reports, and other public documents.

Records prior to World War II were often incomplete or not obtainable because of loss or difficulty of digging through the archives.

One large school and certain smaller ones did not provide any data for this study although reasonably close estimates could be extrapolated from other available information.

Almost no enrollment data are available on closed and merged schools.

Even so, the charts show a general trend. Prior to the advent of Federal student financial benefits, home study enrollment generally was closely associated with and a relatively good barometer of the general economy. A few schools serve fields in which enrollment may hold up in the early part of economic recessions. Generally, however, a drop in employment means a drop in enrollment. When people have less income, they are less likely to enroll in a private home study course—until the psychology changes and an upturn is in the offing. After several years of the Depression of the thirties, certain schools experienced an upturn in enrollment in anticipation of or in preparation for employment.

World War II and subsequent Veterans benefits gave a boost to home study enrollment as well as to higher education and private resident vocational schools. The Federally Insured Student Loan Program has been an even greater stimulant to home study enrollment. Enrollment in several schools has mushroomed largely as a result of availability of FISL loans. Conversely, several large schools make little or no use of the FISL program.

Enrollment of Illinois Residents

Illinois enrollment was obtained from only a sample of Illinois-based schools. Few home study schools have their records organized by State and often the work entailed in separating Illinois enrollment was too much to expect.

From the sample studied, it is apparent that Illinois schools attract more than their share of correspondence students from their home state. Inasmuch as most large Illinois schools blanket the nation with field representatives and advertising, Illinois enrollment might be expected to show up roughly in proportion to the population

of the State. This is sometimes the case. Several Illinois schools, however, do not cover outlying states evenly. Also, more importantly, the Midwest has long been a fertile field for home study enrollments. Illinois residents enroll in greater numbers than do residents of the average state. Certain experienced home study administrators also say that there are provable positive cumulative effects resulting from a concentration of competitive advertising and of field activity. At any rate, enrollment in Illinois schools of Illinois residents account for an estimated 10 per cent of the national total. Or as one experienced school head said: "Illinois is a good home study state. In fact, the whole Midwest is a good area for private home study schools."

Out-of-state Schools. Figures on Illinois residents enrolled by out-of-state schools is even less reliable. Some schools especially smaller ones, cover only selected regions with field agents. Most larger schools in New York, Pennsylvania, and California seem to have their proportionate share of Illinois students. This was especially true of schools which enroll only by mail. State loyalty seems to play no discernible part in selecting a correspondence school. Proximity may play a bit more of a part.

Based on a 20 per cent response from 35 out-of-state schools having field agents licensed in Illinois, one can risk an estimate that all 35 schools last year enrolled new students numbering approximately	39,850
Responses from 5 per cent of out-of-state schools which enroll only by mail provided a new enrollment estimate of	65,000
Illinois residents enrolled in Illinois schools (10 per cent of 370,000)	37,000
Total Illinois residents who enrolled in private home study schools last year (estimate)	141,850
By projecting the National Home Study Council data on new enrollments for 1970, one can estimate that in 1973 the new students enrolling in private home study schools (excluding religion, business and industry, Federal, and university programs) numbered nationally 836,340	
At 10 percent of the estimated national enrollment, Illinois' share should have been	83,634

The discrepancy between 83,634 and 141,850 is possibly accounted for by the high Illinois growth factor, which could very well have carried the number of new enrollees to the estimated figure of 141,850.

The true figure may lie somewhere in the neighborhood of 140,000.

The wide difference in estimates arrived at in different ways shows the unreliability of available data. The short time and methods available for this study did not permit the accumulation of more reliable and comprehensive enrollment data from more schools.

Student Body. Most of these data have been concerned with new enrollments taken during the school's last 12-month statistical or financial period. These figures are thought to be more reliable than total number of active students because of variations in definitions, obsolescence of student records, and other factors.

The total current active enrollment is probably 50 per cent higher than new enrollment when all categories of students are considered. The NHSC shows a student body for private schools 2.34 times the size of the year's enrollment.

An active student has often been defined as one who has sent in an assignment in the last six months or year. This liberal definition gives a rather inflated picture of the total student body. There is currently a tendency to cut this back to three months. The new NHSC refund standard requires an accredited school to ask inactive students after 90 days whether or not they desire to continue the course. If they do not so desire, they are entitled to a refund of advance payments made, if any. Students are dropped at this point if they wish to discontinue or if they do not respond.

Career courses often require more than a year and sometimes up to five years or longer to complete. Complete accounting, law, related apprenticeship training, and traffic management are examples of longer courses. Courses in safety, truck driving, and the avocations are much shorter and are typically completed in less than 12 months. Inquiry among Illinois schools indicated that student bodies in vocational home study courses often run 50 to 125 per cent larger than the past year's enrollment, but other short courses reduce the average. The average student who completes the average course of the average school usually does so in 15 to 30 months. When dropouts (who are active students for a while) are included, the typical period of activity is reduced only slightly.

Size of Schools

As Chart 5 shows, five large private home study schools account for the great bulk of enrollment. The columns represent the volume of enrollment in each size category. Four of these schools enroll in the broad neighborhood of 60,000 students each. They are all multi-course schools although one limits its area to technical subjects. All have extensive organizations of field agents which rather completely cover the country.

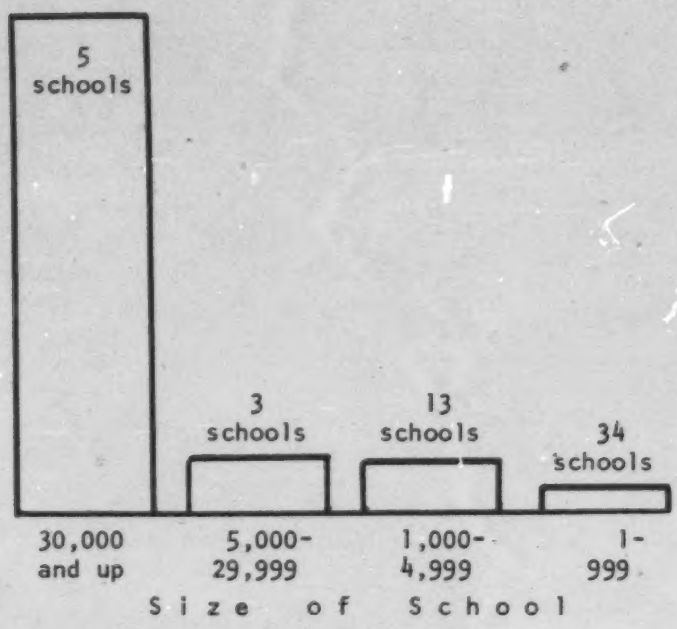

Chart 5. Enrollment of Illinois Private Home Study Schools, By Size of School

Most of the smaller schools do not compete directly with the large schools. Instead, most of them serve specialized purposes, fields, and clients. They usually have relatively inexpensive courses which could not be sold economically through field agents.

The smallest school had only one student and eight enrolled fewer than 100 students each.

CHAPTER 2. COURSES AND CLIENTELE

Who takes home study courses?

What courses do they take?

Characteristics of Students

Age; Sex

The age distribution of private home study students has changed remarkably little over the years. Charts 6 and 7 are not on identical scales but the peak enrollment age and general shape of the curves are quite similar. Students today may be a few months older than a generation ago. This older age could be explained by the rising general education. More recent indication of age confirms the age-steadiness of the home study group. The present study assembled no original data on age and sex of students. Most of the data are taken from a study by Allion and Kempfer.[6]

	Median Age	$Q_1 - Q_3$
Allion-Kempfer[6]	26.5	21-33.8
Noffsinger[7]	26	21-34

Approximately 25 per cent of home study students are women, about half of whom are married. Nearly 70 per cent of the men are married.

The typical male student is five years older than the average woman student. Women start taking home study courses earlier than men as shown in Table 3.

Table 3. Ages of Private Home Study Students, Medians and Quartiles. (From Allion and Kempfer, op. cit. p. 7)

	Quartile 1	Median	Quartile 3
Men	22.4	27.5	34.1
Women	18.1	22.2	32.2

Allion and Kempfer (page 8) found that about one-fifth of all home study students were in the 15-19 age bracket. Of these, 76 per cent were women. Presumably women start taking home study courses earlier because of greater maturity and because some of them leave high school for marriage and/or work.

[6] Helen Allion and Homer Kempfer, *Private Home Study Schools in the United States*, National Home Study Council, Washington, D.C., 1956, p. 6-7.
[7] J. S. Noffsinger, *op. cit.* p. 50.

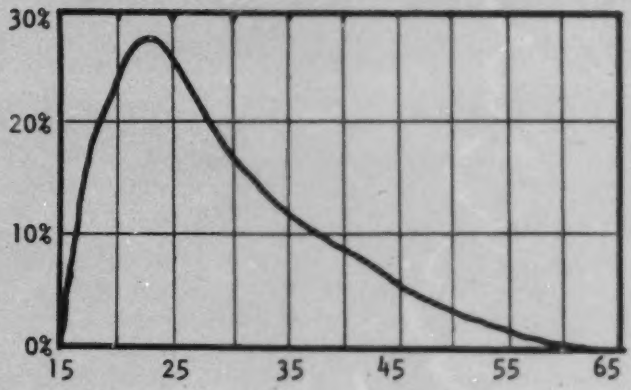

Chart 6. Age Distribution of Private Home Study Students (Noffsinger, 1926)

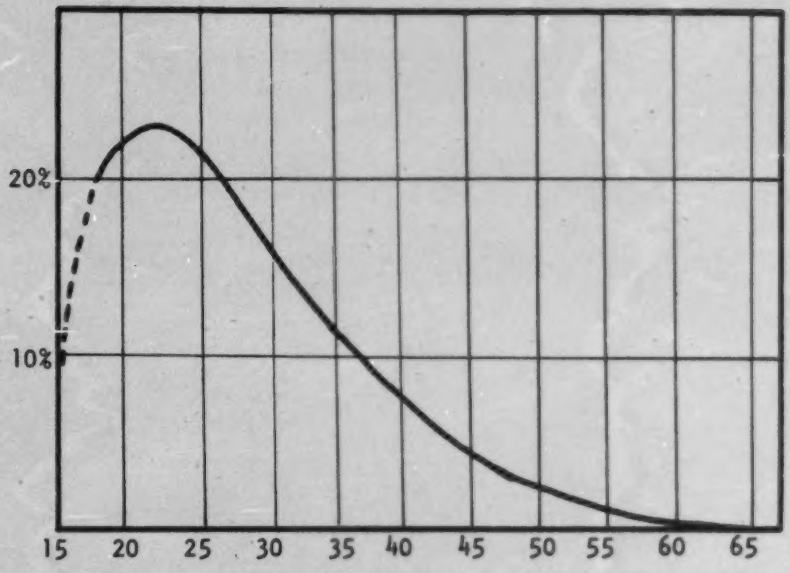

Chart 7. Age Distribution of Private Home Study Students (Allion-Kempfer, 1956)

Educational Level

The educational level of home study students has risen materially over the years. Noffsinger (p. 53) found that the typical home study student had left school in the tenth grade and was out of school about 10 years before enrolling in a correspondence course. Thirty years later the typical student had nearly three more years of schooling and had been away from school about 8 years. Table 4 shows number of years of school completed.

Table 4. Years of School Completed by Private Home Study Students, Median and Quartiles (Allion and Kempfer, p. 8)

	Quartile 1	Median	Quartile 3
Men	10.4	12.1	12.8
Women	10.2	11.4	12.4
Total	10.3	12.1	12.7

Home study is best able to make its contribution among literate people. A relatively small proportion of those with less than 8 years of schooling enroll in home study. Likewise, a smaller proportion of college graduates are attracted to home study. Between 1926 and 1956 the number of college graduates taking home study moved from 1 to 4 per cent, but this was still 2 percentage points below the number of college graduates in the population. A curve showing educational level of home study students matched against the population would show few with little education, slightly fewer with higher education, and a preponderance in the middle group. Since home study started, home study students have tended to be slightly above average in educational level.

Occupational Backgrounds and Aspirations

Noffsinger (pp. 54-57) found that most students came from the middle and lower middle economic groups. Most of them were from business and industry—people who were trying to get ahead. Many were in the trades and industries or were semi-skilled workers aspiring to acquire the skills necessary to enter the skilled trades and business.

The picture has changed somewhat in emphasis. Table 5 forces non-identical occupational categories into matching positions from

which possibly one conclusion can be drawn: There was a decline in interest in the business occupations and a rise in trade and industrial occupations between 1926 and 1956. Chart 6 somewhat confirms the distribution.

Table 5. Occupational Distribution of Private Home Study Students

Noffsinger (p. 56)		Allion-Kempfer (p. 12)	
Agriculture	5.0%	Farmers, farm managers, foremen, and laborers	3.4%
Business	34.4%	(Business)	(19.6%)
		Clerical and kindred workers	11.5%
		Sales workers	4.8%
		Managers, officials, and proprietors except farm	3.3%
Professions	9.3%	Professional, technical, and kindred workers	7.0%
Industry	22.9%	(Industry)	(30.3%)
		Craftsmen, foremen, and kindred workers	18.5%
		Operatives and kindred workers	11.8%
Unclassified	28.4%	(Unclassified)	(38.9%)
		Private household workers	2.1%
		Service workers	8.5%
		Laborers, except farm and mine	7.3%
		Unknown	21.0%

Geographical Source

Rural areas (Noffsinger, p. 57 and Allion-Kempfer, p. 14) furnish less than their proportionate share of enrollees. Noffsinger found that towns and cities between 2,500 and 100,000 over-enrolled their expected numbers by far and that large cities supplied their share. This distribution of sources is explained by the suppositions (1) that rural people have too little information, stimulation, and opportunity for moving into non-agricultural occupations, (2) that other employment exists in middle-sized towns but that training

opportunities are less plentiful, and (3) that urban people have both employment and training opportunities. With increased urbanization, traffic congestion, pollution, and problems of personal safety, one can expect cities to increase their share of the enrollment.

Subject Areas

Chart 8 shows how new enrollments in Illinois home study schools divide by subject areas.

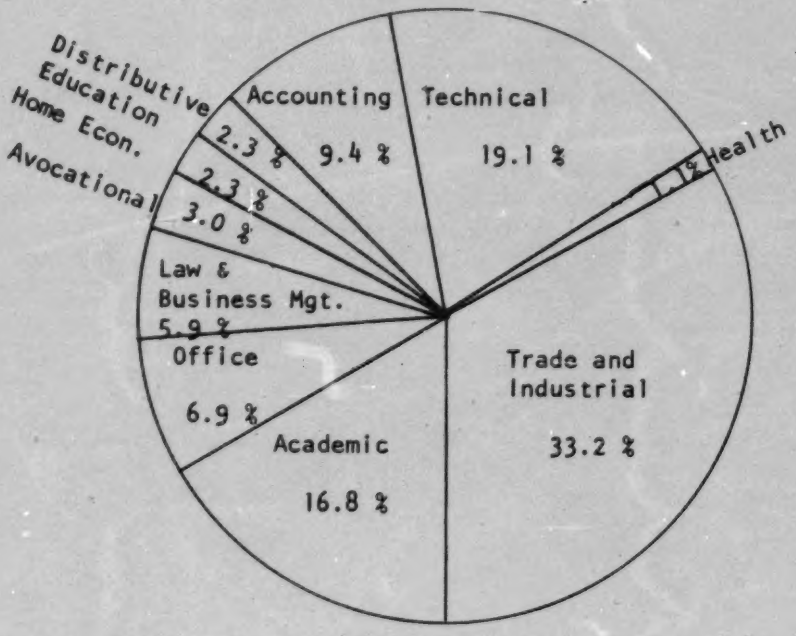

Chart 8. Enrollment by Subject Categories in Illinois Private Home Study Schools

Trade and Industrial Occupations

Over 123,000 persons enrolled last year in trade and industrial courses in Illinois home study schools. Auto mechanics, refrigeration and air conditioning, electrical trades, machine trades, construction trades, and radio and television repair attracted the major portion of these. Typical ages run from the early twenties to the forties with a good scattering younger and older. Yet each occupational group draws its unique clientele.

The construction trades attract three groups: (a) beginners, either registered or unregistered apprentices, who want to become skilled journeymen workers, (b) skilled craftsmen who need to broaden their knowledge of other trades before they can enter the building contracting business, and (3) practical men who want to build their own houses or serve as their own contractors.

The beginners are likely to be younger men in their twenties. Craftsmen and would-be self-contractors and builders are older—25 to 45.

Most men in the machine trades are already working in a machine industry but desire to advance. They are likely to be 25 to 45 years of age and seek upgrading of skills.

Radio and television repair attract the young crowd with a fair number in their thirties and older also. Many of the younger men want to break into the field as a livelihood. Others want the knowledge and skills they need to do their own work. A few are seeking a hobby or profitable sideline.

Technical Occupations

Over 70,000 new enrollees went into technical home study courses last year.

Technical occupations require more theory and insights into science and technology. More emphasis is on the why of the process in the occupation. Electronics, tool and die making, drafting, electrical power, computer programming, criminal identification, and instrumentation are among the technical level occupations for which many young men study. Persons taking these courses are likely to average a bit older than those taking trade and industrial courses. Also, their educational level is likely to be higher.

A great many young men right out of high school get a job and take up a home study course in electronics, drafting, computer programming, or a similar line as a way to prepare for something better. It may be in line with their employment, but in many cases it is not.

Sizable numbers in their thirties work on technical courses to qualify for better jobs with their present employers or elsewhere.

A fair number of women enroll in courses in computer programming and drafting, although most of the technical occupations are still heavily weighted with men. Court reporting, secretarial

work, and office management are technician level occupations except they are usually classified with the office group.

Academic

The academic field is made up largely of high school enrollments. While the college field is open to credit by examination and preparation for the examinations by correspondence, numbers enrolled to date are a tiny fraction of the total. A high proportion of high school enrollments are for occupational purposes as many employers will not hire or will not promote those who do not hold the high school diploma or equivalency certificate.

Well in excess of 60,000 are enrolled in Illinois home study schools at the secondary level. Courses may range from a full four-year high school program down to a half unit of credit. Often the student will transfer credit back to a local school for application toward his local high school diploma. Many who complete high school accept the diploma of the correspondence school. Others validate their education by taking a General Educational Development examination through which they can obtain a high school equivalency certificate.

This number includes several thousand who take secondary courses under supervised correspondence arrangements. Last year alone, the American School serviced over 9,100 high school courses under supervised study.

The American School is undoubtedly the largest high school in the world. It graduates from 5,000 to 7,000 from its high school courses each year. The median age is 18 for its female high school students and 20 for its males. A great many young people desire to finish their high school shortly after dropping out for marriage, pregnancy, work, and other reasons. However, one-fourth of the high school students are age 26 and beyond and 5 per cent are over age 50.

Most American School graduates do not go to college but some do. A study of college grades made by 1,125 American School graduates over a seven-year period, 1958-1965, showed that 14 per cent had made excellent, 35 per cent had made above average, 35 per cent had made average, 11 per cent had made below average, and 5 per cent had failed. Eleven had earned a Doctorate, 19 a Master's, 224 a Bachelor's and 72 an Associate of Arts or other two-year degrees. Honors of various kinds had been awarded to 87. Many,

of course, were still in college. Some had dropped and some withdrew before their first marking period.

These results, of course, are to be expected of the home study method. The failures screen themselves out before completion. Those who complete their high school by home study have demonstrated a persistence, mental ability, and personal characteristics which tend to make them successful.

Wayne School and the Academy for Home Study also enroll large numbers in high school courses each year. In addition, some of the courses of the Hadley School for the Blind are of secondary level—in Braille.

Foreign languages, with tapes and records, are included in the academic group. The objectives sought are largely to acquire enough language facility for use in foreign travel. The heavy enrollment of people expecting to master a foreign language, as in most European countries, is largely missing in American home study schools.

Accounting

Accounting enrolls between 30,000 and 40,000 new students in Illinois schools each year. Accounting can be taught well by correspondence and several excellent courses are available. The courses of three Illinois schools lead through the Certified Public Accountant license preparation although most enrollees stop at a lower point. Fortunately, accounting is an occupation in which the gradations of competence are gradual. One has a viable occupation at nearly any level and does not have to wait for the final license to earn his living with accounting skills.

In 19 States one can graduate from high school, hold successively higher level jobs in accounting to get the required experience, pass the CPA examination and become a licensed CPA. Nine other states require two years of college and 21 require four years and/or a Bachelor's degree. The remainder have other requirements.

Illinois requires 120 semester hours of college credit of which approved home study courses can be accepted for more than 25 per cent of the requirement.

While academic prerequisites are tightening state by state, the home study courses are useful in giving the necessary training. A liberal arts college graduate in Illinois, for example, has only

to finish one of the home study courses, pass the CPA examination, and accumulate the required experience to get his CPA license.

The accounting student is several years older than the typical correspondence student. Even though accounting is a wide-open occupation with abundant employment opportunities, young people right out of high school do not take to it in great numbers. People turn to accounting after getting into business or other occupations in which the subject has obvious relevance.

It is estimated that approximately 20 per cent of all Certified Public Accountants have received all or a part of their training through correspondence. Even college graduates in accounting often take a CPA Coaching course by home study in preparation for the examinations. One Chicago school claims to have trained upwards of 5,500 people who have passed the CPA license requirements.

Law and Business Management

In Abraham Lincoln's time a person could study law and become a practicing attorney without much formal academic background. For generations the common practice was to serve a clerkship in a law office, read law on the side, and thereby prepare for the bar examinations. Gradually sentiment has changed. Lawyers in legislatures and resident law schools increasingly feel that all lawyers should have resident training in law in spite of the fact that law is purely a reading and thinking subject.

Most states require two to four years of pre-legal college education and a majority require that law training be obtained in residence. The clerkship or apprenticeship route is available in about one-third of the states. In only one, California, is a candidate for the bar guaranteed by law the privilege of preparing purely by correspondence.

This gradual closing of the field of law to all forms of study runs counter to the trend to open up the education system to all and let them prove themselves by examination. It is doubtful that the trend towards examinations in general education and certain specialized areas will soon reverse the trend in law.

For apprentices a good correspondence course in law is a favored way to obtain the balanced and comprehensive coverage needed for the bar examinations. Most law offices engage in a specialized practice and a law clerk depending only on exposure to experience is likely to learn some parts well and others poorly.

However, as home study of law for admission to the bar has declined, home study has increased of law as a tool in business, insurance, real estate, and other fields. Many occupations benefit from a law background even though they do not require the practice of law. Likewise, a number of people take home study courses in law essentially for general background, or as a part of their general education and liberal arts education. Consequently, home study students in law are likely to be mature persons in their thirties or above. Many early retirees go into careers in which an understanding of law is helpful. Law attracts several thousand new students per year, most of whom would never be able to spend three years in a resident law school or even attend law school at night if available.

Business management covers a broad area: corporate management, personnel management, finance, traffic management, small business management, investments, labor-management relations, systems analysis, and related subjects. Enterprises of all sizes from the fast-food spot on the corner to multi-national corporations need management. Increasingly college education is required and the MBA and Ph.D. in management are becoming more common. Even so, the majority of managers at the lower and middle echelons have come up through the ranks. Both younger people in managerial positions and older ones feel the need for general or specialized management training. Home study is a convenient way to acquire it.

In excess of 20,000 new students are enrolled per year in management and law courses in Illinois-based home study schools.

Office Occupations

Well over 25,000 new home study students annually enroll in the various office occupation courses.

Typewriting, shorthand, Stenotype, and the cluster of courses necessary for stenographic, secretarial, and bookkeeping work make up the bulk of the subjects. Most such courses are taken by young people although Stenotypy appeals more to the seasoned secretary ambitious for court and convention reporting. Office management also is taken by an older clientele. Medical and legal secretarial specialties are also included in this group.

Probably America's largest home study school preparing for civil service examinations is in Pekin, Illinois. A high proportion of those

who enroll learn new office skills and academic subjects or refresh themselves in these areas in preparation for the civil service examinations at the local, state, and Federal level.

Distributive Education

Distributive occupations include advertising, sales, marketing, distribution, real estate, insurance, hotel and motel management, and retailing and wholesaling occupations.

Nearly 10,000 new home study students each year enroll in these subjects. The age range is probably wider than in any other area. Many persons approaching retirement take hotel and motel management as a way of preparing for lighter work in the older years —often work which man and wife can share. Yet a fair number of younger people enter the distributive occupations. In most cases the home study students have reached an age at which they cannot attend resident courses, even if available, and find home study the convenient and inexpensive way to accomplish their objectives.

Home Economics

Most courses in this category could also be classfied elsewhere. Interior decoration, reweaving, child care, and dress design are the courses attracting most enrollment although there are a number of others at the high school level. Annually 8,000 to 10,000 people, chiefly women, enroll in these courses. Most enrollees are homemakers, although a fair number expect to use their skills vocationally. Ages spread from the late teens through the fifties and upward.

Health

Most health occupations have to be learned in classrooms and laboratories. Illinois law closed home study practical nursing schools in the mid-sixties.

However, a number of specialized courses in health-related fields are available by home study. Much of medical and dental assisting can be learned by this method. Medical record keeping is also classified here although it might also be grouped with office occupations. Safety is health related. Certain of the courses offered by Hadley School for the Blind and some high school subjects are in the health field.

Ages vary. The medical records course can be taken only by people working in medical records settings. Enrollees range from young to middle-aged. Dental and medical assistant students tend to be young or else women planning to return to the labor force after the child-bearing years. Safety courses are largely for supervisors and other key workers.

About 5,000 new students are enrolled annually in health-related courses by Illinois home study schools.

Avocational

Only an artificial line can be drawn between vocational and avocational courses. What is avocational for one may be vocational for another. More often the avocational courses are taken for part-time remunerative employment. Over 11,000 new enrollments were in the avocational category last year.

Photography, photo coloring, creative writing, handwriting analysis and a number of other subjects were in this group. The age spread is considerable. A great many middle-aged and older people including a high percentage of older women enroll for these courses.

Special Clientele

Trade Associations

Sometimes it makes sense for a trade association to conduct home study courses for workers within its industry. Since Chicago is the headquarters for a great many national trade associations, one would expect to find some with home study courses.

The American Medical Records Association started a home study course in Medical Records Personnel in 1962 after the Kellogg Foundation had funded its preparation. By limiting its enrollment to those workers desiring to upgrade themselves, it will never have a large enrollment, but one big enough to make it an economical operation. The AMRA added Medical Transcription by demand of its members.

The American Savings and Loan Association likewise serves only employees of its members. A rather complete array of courses is available for all levels of work in local associations.

The American Surgical Trade Association offers a course for distributors selling surgical products. They are widely scattered, traveling, and in the field most of the time. Yet they need to learn their business and keep up with their field.

Assessing officers nearly everywhere do essentially the same type of work—appraisal of property values. What better service can the International Association of Assessing Officers perform than to offer its members correspondence courses in their line of work?

The course offered by the Institute of Gas Technology is concerned with the physical distribution of gas—pipelines, storage tanks, and home and industrial distribution systems. It is primarily for engineers holding responsible positions with gas companies.

The National Safety Council is not a trade association but its training department offers two home study courses in safety for supervisors and key workers in industry.

Company Programs

Several business and industrial firms in Illinois operate their own internal home study courses for employee training. Sometimes the courses are available to outsiders.

Peat, Marwick, and Mitchell Company offer two courses. At one time Sears Institute reportedly had 25,000 of its store department heads and other employees enrolled in home study merchandising courses. This study did not attempt to obtain a current picture of company programs.

Schools of Religion

The Moody Bible Institute correspondence course department is probably the oldest home study program in religion in this country and the oldest home study school in Illinois. Its volume could be the envy of many schools, although most of its courses are short. Most of its courses are designed for the layman although some are for training of ministers and other religious leaders.

The Emmaus Bible School in Oak Park is only 30 years old but is the headquarters for a worldwide enrollment running into the hundreds of thousands. It has decentralized its distribution and course servicing and put these functions in the hands of about 150 regional directors in nearly 100 countries. Its materials have been translated into scores of languages. Total cumulative enrollment to date is in excess of six million. Emmaus courses often are short and may cost from $1 to $40.

The American Bible College of Chicago has recently moved to Florida.

Men and women who take home study courses in religion are likely to be middle aged or past. Many older women and widows enroll. Home study offers an especially good way for studying for these who cannot easily leave home.

Unique Courses

Do you want to be a brewmaster? Try the Wahl Institute course.

Do you stoke furnaces and keep heating and power plants operating properly? The Hays School of Combustion Engineering has a course for you.

Do you like to trade on the stock market? The Stock Market Institute course is not guaranteed to make you rich although a number of students and graduates have obtained better results by having a consistent plan and market philosophy.

If you want to develop a strong voice, a sweet voice, or any other kind of voice, maybe the Prefect Voice Institute home study course and practice would help.

If you need insight into the character and personality of those who write to you, an International Graphoanalysis Society course might offer the key.

Chick sexing and Swedish massage are no longer available from Illinois home study schools.

Illinois home study schools offer related apprenticeship training in 34 apprenticeable occupations. Out-of-state schools offer a wider range.

Many older men and women take up the study of income tax return preparation as a possible retirement occupation. Among them are many military retirees.

Most communities would never have enough steady demand for new watchmakers to justify a class. Eleven states require licenses for which correspondence study can prepare.

CHAPTER 3. THE ECONOMICS OF HOME STUDY

Private home study is usually considerably less expensive than equivalent resident instruction. Many people are surprised at this fact because enrollment in a tax-supported institution usually costs the student much less less than in a private school. It is easy to overlook the major portion of the costs borne by taxes.

The following are some of the tuition fees for selected courses from Illinois home study schools:

Four years of high school instruction including all textbooks	$349.
In Illinois public high school districts the net operating expense per pupil in 1970-71 was $1,384.81.[8] Four years would be $5,539.24 or 15.9 times as much in tax money.	
Accounting from introduction through C.P.A. coaching	$538.
Equivalent to more than a full year in the University of Illinois.	
Comprehensive three-year law course	$550.
Machine shorthand	$325.
Legal secretary	$300.
Calculus (acceptable as 6 semester hours)	$115.
At this rate one year of college by correspondence would cost $575.	

In general it can be said that private home study costs from about one-half to one-fifteenth as much as equivalent instruction in a classroom institution. And home study students need not forego regular paychecks.
There are several "secrets" for this low cost.

Volume Enrollment and Course Costs.

One reason for low cost is volume enrollments. The economics of home study are more closely akin to the economics of the printing industry than to that of the classroom. In classroom institutions an enrollment of 10 to 25 more students requires an additional teacher. In home study, additional students require the printing of extra

[8] Letter from David Ellsworth, Director of Statistics, Office of the Superintendent of Public Instruction, Springfield, June 15, 1973.

instructional materials. When 10,000 accounting texts are printed at one time, unit costs of an extra 1,000 are modest. Two examples illustrate the principle:

1. Preparation of original self-teaching instructional materials in a unit of high school mathematics	$ 3,000
Printing of 10,000 copies	19,000
	$ 22,000
Per student cost (materials only)	2.20
2. Preparation of a full vocational course	200,000
Printing of 10,000 copies	40,000
Purchase of components and assembly of kits	110,000
	$ 350,000
Per student cost (materials only)	35.00

To these costs must be added advertising, recruitment, packing, postage, instructional costs, student service, record keeping, warehousing, administrative overhead, insurance, taxes, and several other costs of doing business. Hopefully enough surplus will remain to return interest on the investment and encourage further entrepreneurship. One large school in Chicago earns about four per cent profit on sales after taxes.

As most private home study schools operate nationally, and some internationally, they hold a strategic advantage over state institutions offering correspondence study. While state institutions can accept enrollments from other states and abroad, most of their enrollment comes from within their borders. Correspondence departments of the 50 states are in competition with each other. Many of their courses for credit are essentially duplicates of those offered in other states, although texts and course outlines may differ. Credit is essentially interchangeable. The typical state university correspondence course enrolls well under 100 students per year. Very rarely does a university correspondence course enroll 1,000 and a great many enroll a dozen or fewer students.

In contrast, a sizable number of private home study courses enroll 5,000 to 20,000 and upward per year. For an enrollment of 5,000 or 10,000 a private school can afford to build in a truly superior quality which cannot be expected in a course attracting 50 students a year.

Volume enrollments permit a different allocation of instructional costs than prevail in classroom instruction. In private home study

schools, most of the instructional costs are invested in preparation of the instructional materials. Heavy investments are made in course preparation, tryout, and revision. Only programmed instruction, computer-assisted instruction and similar individualized methods requiring advance preparation and testing of materials, are as expensive and as geared to individual student performance. School managements are willing to invest large sums if they have a fair chance of amortizing the costs over thousands of students.

> Some years ago a Chicago school spent $50,000 in preparation of 20 new assignments for insertion into its accounting course. By enrolling 10,000 students per year for five years, one dollar from each student's tuition would amortize the cost.
>
> Another Illinois school spent $80,000 in the preparation of a TV repair course but expected to enroll several thousand students in the first two years.
>
> A hobby course cost $110,000 over a four-year period before it began to show a profit.
>
> Another school put $225,000 into its course.

After the initial course is written, art work done, and supplementary materials assembled, it has to be tried out. Some tryout can be on a preenrollment basis as in development of programmed instruction materials. After enrollment begins, the work returned by the first dozen and hundred students is closely watched and item-analyzed to s pot difficult places in the materials. This usually leads to material revision and reprinting and sometimes major adjustments in the course. After the first few hundred sets of materials go out and the course is revised, enough copies may be printed to last a year before another revision. A dynamic field requires substantive updating at frequent intervals.

In principle, everything that can be done to make the materials correct and effective saves the individual instructor's time in correction. Thus, course preparation usually costs more than does instructor attention later.

Many people are surprised that home study students usually make high marks on their assignments and courses. There are two reasons for this: (1) If the instructional materials are good, the student can learn readily if he works on the assignments. As in programmed instruction, a school can expect the typical student

to achieve 90 to 95 per cent on each examination. (2) A home study student is expected to study, understand, and perform on all the assignments and to respond in writing.

At least 30 research studies and a world of experience show that home study students pursuing the same courses as classroom students do as well or better than they do on final examinations. Weak students, of course, have dropped out along the way while classroom settings may have carried the same students along.

Instructional Staff

Where home study enrollments are low as in public institutions, the burden of costs shifts to instructional services. In university correspondence departments, course preparation costs are kept low and instructors do more work, usually with essay-type examinations.

When instructional materials are well prepared and easy-to-grade formats are used, instructional costs can be reduced to a minimum. Students, many of them dropouts from classrooms, like the materials that enable them to make steady progress without having a lot of errors requiring correction.

Ordinarily a home study instructor in a private school can handle many more students than can a classroom teacher. The classroom teacher has daily preparation, attendance, record keeping, administrative duties, discipline, extracurricular activities, classroom teaching, and many other time-consuming duties. The home study teacher has none of these tasks. The home study instructor can spend full time reviewing and correcting students' completed work. Grade recording, record keeping, and mailing routines are handled by clerks.

In a sizable sample of Illinois schools, most teacher-student ratios ran between 1 to 500 and 1 to 1,000. This seems to be unrealistically heavy when compared with classroom ratios, but the two are not comparable. If 500 students are all actively studying, they may each send in one assignment every two weeks. This is 50 per day. This rate allows approximately 10 minutes per assignment—ample time to write corrections and comments—and to maintain very high quality while doing so. Dropouts and slower work inflow increase the per-assignment time available. Some schools plan on 15 to 30 minutes for grading an assignment. An art instructor

may take up to an hour sketching an improved version on transparent paper and dictating a criticism to be typed by stenographers.

Time spent in grading, however, is not necessarily the crucial element. When Educational Testing Service machine-scores thousands of examinations in an hour, few educators object, albeit the machine renders no instructional service. The important consideration is the amount of interaction, explanation, and communication back to the student. These matters vary widely according to the nature of the subject matter. Volume enrollment permits the development and use of answer keys and model solutions which speed the process.

Other devices are used. One accounting school uses trained clerks to spot and correct arithmetic errors on student work. Then the papers are reviewed by a CPA for any accounting concerns which need to be communicated to the student. Expensive CPA time does not have to be wasted on arithmetic errors.

Good correspondence materials often include a great deal of built-in self-check test material and other confirming, reinforcing, and immediate-feedback techniques so that the student knows that he is learning as he goes along. The purpose of submitted examinations can be largely diagnostic. They give the instructor an opportunity to do remedial teaching where the original materials were not effective with a particular student.

It is considered good practice to have 75 to 90 per cent of the instructional exercises of this self-teaching type thereby reducing the amount of material submitted for professional review. This practice undoubtedly helps reduce the non-start rate. Even so, home study students always have the privilege of asking for help whenever needed.

Some Illinois home study schools go to extreme lengths to encourage their students to ask for help whenever necessary. Two schools invite students to use their WATS telephone line to make inquiries. One large school reports that about 2,000 student calls are received daily from early morning until mid-evening. Calls are routed to instructors who use a manual quick-access system to retrieve each student's record before handling his problem. Another large school has a real-time computerized retrieval system ready for its WATS line use.

Another element of economy in staff lies in flexibility of assignment. The flow of home study examinations from students is somewhat cyclical with a noticeable slack in the summer. It is uneconomic to retain a full-time staff large enough to cope with peak seasons and pay them full salaries in slow times. While most schools depend upon a corps of full-time instructors, they use part-time services during peak times. Also they may utilize a few hours per day or week of a practicing expert to handle instruction in specialized courses with small enrollment. This flexibility keeps instructional costs closely matched with work flow.

As private home study teachers do not have tenure, schools are not burdened with excessive permanent staff when enrollment trends change drastically.

Facilities

Space and facilities represent another area of saving for private home study schools. The student provides his own campus and study space. Home study schools do not need stadia, athletic fields, dormitories, classrooms, extensive shops and laboratories, student unions, campus open space, or many parking areas. They need primarily offices, conference rooms, mailing facilities, and warehouse space.

Illinois schools sampled showed an average of about 1.2 square feet of office and warehouse space for each student enrolled. The range was from .3 to 3 square feet per student. This space is a tiny fraction of that needed by campus institutions which cannot pack 35,000 students into each acre.

In a private home study school the student pays for instruction whereas in classroom systems much tax money goes into capital outlay and maintenance of campus facilities.

Services

Many home study schools provide assistance in job placement or in getting started in a service business. A great many students, however, do not need placement assistance as they are already in jobs of their choice and need only to prepare for advancement.

Usually the assistance takes two forms: (1) printed materials of advisory nature, and (2) referral and advisory services by mail. It is usually impractical for a home study school to keep in close touch with ever-changing job openings on a national basis. How-

ever, they can refer students and graduates to nearby potential employers and suggest steps to take toward employment. Obviously employers seeking qualified graduates never send recruiters to home study schools although they sometimes write for referrals of nearby students or graduates.

Employment assistance is only one of several services offered students by private home study schools. Students constantly ask a variety of questions which are not about the technical content of their courses. In some cases answering these requests and providing related services requires almost as much staff time as does the instruction.

Further economies are possible in private home study schools because they do not need to supply a number of services customary in campus institutions. Health care, athletics, social activities, face-to-face counseling, food services, housing, and assembly programs are among the relatively expensive services which private home study schools need not provide. As most home study students are adults, these services are obtained as a part of their normal home and community living.

Gross Income

Private home study schools in Illinois had an estimated gross income of approximately $193,000,000 last year. This figure omits the cost of governmental programs, university income from correspondence courses, and value of courses operated by business and industry for their own employees. If the latter programs were included, the income would exceed $200,000,000.

At least 99 per cent of this income is tuition. A few schools had contracts to supply their courses to governmental agencies, business or industry, but these are basically for tuition and instructional services. Only rarely does a school sell its text materials outright although it may do so in another form. For example, the text materials of one course appear as a series of pamphlets for home study but are rebound as a book for the bookstore trade.

The rate of return varies as in any business but normally runs between two and eight per cent on volume of sales. The fabulous profits mentioned in the Noffsinger study are largely a phenomenon of the past. There are now more financial failures among home study schools than there are big successes. Most smaller schools offer a small course of appeal to a limited audience and of little

interest to anyone else. Consequently, they cannot expect to grow big. In many cases the correspondence course is a sideline of a resident school or of a company engaged in related business. In such cases the home study course is likely to be the distinctly minor part of the total enterprise.

Cancellations and Refunds

Observers can easily misjudge the gross income of a home study school. Ten thousand students enrolling in a $500 course looks like $5,000,000, but it does not work out that way.

In the past schools often were able to collect only 50 to 70 per cent of the face value of their enrollment agreements and sometimes less. Some schools in this study were realizing less than half their total paper values. High nonstart and dropout rates meant that not all payments would be made.

With the rising starting rates and better completion rates, the payment rate of tuition would appear to be improving. The cancellation rate, however, cuts the income. The consumer movement and governmental agencies are forcing home study schools to be more favorable to the student who wants to quit his course. The National Home Study Council accrediting standards require these minimum features in the refund policies of accredited schools:

The student can cancel his enrollment within 72 hours and receive all his money back. The school may have spent well over $100 in getting the enrollment, but it must absorb this cost.

If the student sends in no assignment, upon his cancellation after 72 hours the school must return all money collected except a registration fee which can be no more than $50 or 10 per cent of the tuition, whichever is less.

After any 90-day period of inactivity in the first six months, the school must notify the student that cancellation is in order on these terms:

If an assignment has been received during the first quarter, the school can retain the registration fee and 25 per cent of the tuition.

If an assignment has been received during the second quarter, the school can retain the registration fee and 50 per cent of the tuition.

> After the course has been half completed, the student can claim no refund and is obligated for full payment of the ocurse.

These rules approach *pro rata* refunds which are financially disadvantageous to the school. No college or university is under such restraint. The change, effective January 1, 1973, will undoubtedly require a modification of tuition rates and payment plans. It works a special hardship on some small schools and trade association courses which are frequently paid all cash in advance.

The Veterans Administration requires re-confirmation of enrollment after a ten-day cooling-off period. If the applicant does not indicate after ten days that he wants the course, the school must return any money collected. This is thought to weed out the non-starts, which may be a good thing, although it also dampens much of the enthusiasm generated with a fast start. A few schools have their agents leave initial study materials when the application is taken, but the risk is increased now.

Liberalizing the refund policy may have the good benefit of requiring better selection of students. Ethical home study schools have seldom made money on their non-starts. If they can learn better how to select a higher quality of students, they will be better off financially. On the other hand, this will mean that the lower-quality students will be barred from having his chance—a practice which runs counter to the philosophy of "the school of the second chance."

CHAPTER 4. STRENGTHS AND WEAKNESSES

How Home Study Works

As an instructional method home study is very simple. Every home study school follows the same basic operating procedures. This is true whether conducted by a university, a private school, a military department, or a government bureau.

Students enroll (a) by answering advertisements or direct mail solicitations, or (b) by accepting a school representative's offer to take his application. Applications are reviewed by the school and accepted or rejected. Accepted students are sent the first instructional material usually with a booklet on how to study the course.

After the student completes his first assignment, he sends it to the school for correction. Specialized, trained instructors grade the examination and return it to the student with personal corrections and study advice. Clerks record the grade and other transactions. Although assignments and examinations differ among schools and subjects, personalized instruction is the foundation of all home study.

The student reviews the instructor's analysis and applies the principles learned to future assignments. In the meantime he has been studying his next assignment and readies it for mailing. The process continues until the course is completed.

Home study depends basically upon literacy and the printed word supplemented by line drawings, charts, and illustrations and by such real materials as are appropriate to the subject. In recent years slides, filmstrips, and 8 mm. motion pictures have been added to certain courses. It is possible, of course, for certain home study courses or parts thereof to be conducted by oral means—by records on tapes, discs or cassettes. Instruction and student responses are mailed back and forth as recordings. Foreign languages, speech, vocabulary studies, and certain music courses lend themselves to the oral approach. Audio media are useful in other courses both to motivate and to carry instructional content. The student-teacher telephone hookup with real-time computerized record retrieval is a recent innovation of considerable promise.

Good instructional materials provide as much real life experience as possible. Practical applications are arranged whenever possi-

ble. Courses provide whatever standardized sets of materials are practical and the student's work or home environment provide the remainder. For example, either the correspondence school or the student provides the machine needed in a typewriting course.

This two-way flow between instructor and student is an essential part of the definition of correspondence study. A course which only lays out material to be studied and requires no exercises or examinations to be sent to the instructor may be a self-study course but is not a correspondence course. Nearly any book does as much.

The extra self-teaching nature of correspondence materials, often with numerous exercises yielding immediate confirming and reinforcing feedback, and the opportunity for periodic instructor evaluation and further input into the learning process gives home study its extra value. Experience and research have shown that home study with an instructor's intervention is very much more effective than is isolated study of a book.

What Can Be Taught?

> "Anything that can be learned from the printed page can be learned by correspondence."

That is an understatement because much more can be learned by the addition of supplementary materials and media—kits of equipment, components of machines, and tools. A wide range of instructional materials can be sent through the mail. Many private schools include practice materials as integral parts of their courses.

> In one assignment in a locksmithing course, the student receives a lock and blank key with instructions to find out where and how to file it to fit and operate the lock.
>
> In an air conditioning course, components are mailed as a series of packages. The student learns structure and function and finally puts the components together and makes the machine work.
>
> In a baking course samples of baked products are sent in for instructor criticism.

Anyone who can read well enough to follow simple written instructions, can learn manipulative skills and how and why devices operate. If the equipment is too big for shipping, or too expensive

to include in a course, enrollment can be limited to those who have access to it on the job or at home and can get hands-on experience.

> Railroad firemen learn the fundamental theory of air-brakes by correspondence and operate the equipment on the job under supervision.
>
> An apprentice pressman can study written materials about the big presses tonight and apply his knowledge tomorrow.

If the equipment and materials can be mailed tnd the learner is motivated, a wide range of skilled occupations can be taught by correspondence. Radio and television repair, electronics, air conditioning and refrigeration, and upholstering are examples. Components and unassembled parts can be mailed as a series of kits, which, when all are assembled, may be larger than the postal system would handle.

Trade and technical courses based on kits are among the most popular in the independent home study field. The *Directory of Accredited Private Home Study Schools* issued by the National Home Study Council lists over 100 courses in which the manipulation of materials is a part of the instructional process. These courses are especially valuable with young people desiring to explore an occupational field, to gain experience, or to acquire a foothold in an occupation. Great numbers of people also take them to acquire a hobby, for part-time employment, for retirement employment, and in order to do home repairs.

Home study is an excellent means of upgrading within many occupations. For a person working in a heavy-equipment setting, nearly all related information can be taught by correspondence. Thus in courses in truck driving, operation of earth-moving equipment, and construction, the students learn the necessary theory and information by home study and practice with machines in a concentrated terminal resident period. For generations, most railroads have been using correspondence courses as related apprentice training for upgrading their skilled mechanics. As these workers are around the equipment daily, they have no trouble in practicing tomorrow the theory they learn tonight. Hundreds of other skilled trade and technical areas could be cited.

Academic and other paper and pencil subjects are relatively easy to teach by correspondence. In truth, there is reason to believe

that a number of subjects can be better taught by correspondence than in the classroom.

> Accounting students may benefit from a few lectures but the main work is individual solution of accounting problems—paper and pencil exercises.
>
> Art is an individual subject. A group can criticize [illegible] he expert teacher's criticism is more valuable. A gro[illegible] can learn art theory and appreciation but the individual creates his work at his own pace.
>
> Drafting is largely individual practice and performance. Comments on the student's work can be either in writing by mail or orally in person.
>
> Law! What better subject to study alone: reading, thinking. Had correspondence study been available, Abraham Lincoln undoubtedly would have studied law by this method.
> Typewriting is always learned by the individual.
>
> Journalism and writing! Again each story has to be created personally. Writing by a group is practically impossible. The student submits his individual piece which is criticized individually by the teacher. Student themes in an English class seldom receive such close attention as they do by correspondence.
>
> Mechanical trades are always learned on an individual basis.
>
> And so on.

In a sense all learning is individual. Tutoring was probably the earliest method of teaching and still is the most efficient. Good home study is tutoring by mail.

Look down any list of subjects. One is amazed at how much can and should be learned in individual settings. Practically the whole range of academic subjects and the bulk of occupational training is amenable to correspondence instruction. The challenge is to generate sufficient imagination to design effective self-teaching materials and methods.

Group instruction became popular because of its economy—not because it is more efficient. The broadcast media can reach more people inexpensively, but they lack teacher-pupil two-way interaction, provision for practice, and outside evaluation of learning.

Among the more unusual subjects which are successfully taught by home study are:

Air navigation	Musical instrument playing
Boating and seamanship	Penmanship
Chemistry	Stock brokerage
Doll repair	Piano tuning
Diamond appraisal	Typewriter repair
Gun repair	Speed reading
Meat packing	Yacht design

Advantages of Home Study

Home study offers several important advantages which enable the method to play an important role in the educational system of the state.

1. The home study student studies at the time and place most convenient to him. Institutional locations and schedules keep many pepole, especially adults with family responsibilities, from getting further education. A recent study shows that only 56 per cent of the Illinois population is within commuting distance of "free access" college programs.[9] A home study student can start and finish at any time and not have to wait on academic calendars. A home study student never has to wait until there are enough for a class. Likewise, there are never waiting lists.

2. The home study student is in a class by himself. Fast or slow classmates do not bother him. He works at his own tempo. He is not distracted by competition.

3. Each student receives individual attention. His work is graded and commented upon individually. Problems of individual differences are automatically solved. He can ask all the questions that he wants to ask and have full attention of the instructor.

4. A home study student never misses class. He never gets behind or lost as every assignment is to be covered thoroughly. He never comes to class unprepared. Home study is ideal for those on rotating shifts and irregular travel schedules.

5. Home study is flexible and can be combined with other major methods and media in different settings. It can be integrated with radio and television, with tape recordings and other audio

[9] W. W. Wallingheus, *Free-Access Higher Education*, College Entrance Examination Board, New York, 1970, p. 78.

systems, with day and evening school supervised study arrangements, with discussion groups, with apprenticeship training, with industrial and business settings, and yet be pursued independently. When cable TV becomes widespread, home study should further expand.

6. Home study is an adult way of learning. The sole motivation for enrolling is the desire to learn.

7. Home study can be expanded rapidly. When the military forces mushroomed early in World War II, the U. S. Armed Forces Institute was able to get off to a flying start in 1942 by using International Correspondence School courses. It is easier to print increased quantities of home study instructional materials than it is to train additional teachers for classroom instruction.

8. Home study is effective. It is a proven educational method. Every assignment is carefully prepared and organized for ease of learning Extraneous matter is omitted. The student does not have to endure trivia that sometimes clutters classrooms and campuses.

9. Home study makes efficient use of time. Full time is spent in study. Most students can read faster than teachers can lecture. The home study student does not waste time sitting in class. Neither does he waste time and gasoline going to and from class.

10. Home study is economical. Its economics were discussed in Chapter 3.

Disadvantages of Home Study

Correspondence study has several inherent weaknesses, most of which can be overcome, at least in part, by ingenuity.

Assessing Motivation (non-starts and droupouts)

In spite of what a fraction of the public may believe, no reputable home study school wants to enroll a student who does not intend to pursue the course. Most schools lose money on non-starts. Usually the down payment is not high enough to cover acquisition costs, first instructional materials, and overhead. One of the greatest needs in home study is a sure-fire way to detect non-starts in advance. Research in motivation has not given the answer in a form which home study schools can use.

There has been a material improvement in non-start rates in private home study schools since Noffsinger's study in the twenties. Better

courses, more objective examinations, and better selection of students have helped lower the rate. Among private schools the rate ordinarily runs from 8 to 15 per cent which is a good 10 points lower than it was 15 years ago. Among some of the better schools it runs as low as 4 to 7 per cent. This range compares favorably with and is often better than that experienced by university correspondence departments. Such comparisons are unfair, however, as private schools usually offer longer career courses instead of short subject courses. For many years the non-start rate of the USAFI correspondence courses has hovered around 50 per cent. Here, however, the enrollees had almost nothing invested and were often under pressure to enroll.

It is easily assumed that the non-start rate for students persuaded to enroll by field representatives would be much higher than for those who enroll by mail. The sales talk of an agent is often thought to be more persuasive than that of advertising brochures. A higher non-start rate might be expected. Experience and comparative data do not support this view. Illogical as it may sound, the enrollment method seems to make little difference. Those who enroll in the presence of an agent are about as likely to start (or not start) as those who fill out forms in the privacy of their own homes.

Reasons given for not starting explain this phenomena and point out the dilemma of home study schools. Whether in response to an agent's explanation or to a brochure, each new enrollee probably intends to pursue the course. Many states and the National Home Study Council standards for accreditation require a three-day "cooling off" period during which the new enrollee can cancel for a full refund. The percentage who cancel under this rule is small.

A whole cluster of reasons explain the non-start. Without citing the research, the reasons can be summarized: Basically, upon enrolling many students misjudge their motivation. Many people have good intentions but are weak on follow-through. The "get ahead" notion is strong as an aspiration but less appealing as perspiration. When asked, non-starts respond by saying:

Too little time to study.
Too much work required.
I changed my mind.
Plans changed.

No instructor contact.
Work is too tedious.
No place to study.
Work interfered with study.
It isn't what I wanted (or expected).

The above answers mean that the individual has not formed the habit of controlling his time and disciplining himself to do the work required to start a home study course. The same reasons apply to many dropouts.

Related to these excuses is the fact that the classroom situation has not made independent students of most people. After years of going to class with his peers, daily interaction with teachers, and studying in at least a semi-social context, the loneliness of home study is more than many students can master. Finally, home-life, friends, dating, sports, and TV are more fun than working on a correspondence assignment.

Many people are low in initiative and are not self starters. Others prepare the first assignment and are timid about sending it in for fear of instructor reactions—or fear of failure. Or they get stuck and do not ask for help. Others are satisfied to receive materials and study them without doing or sending in the examinations. They know that the materials are likely to be self-instructional and want to learn without being bothered by unnecessary details. They are only interested in having the materials.

Better schools utilize follow-up letters, inspirational materials, and even phone calls in efforts to induce students to start. By careful screening and use of various "selling" efforts, the per cent of non-starts possibly can be reduced further a few percentage points. It is unlikely that any miracle solution will be found in the near future. Admission officers in colleges have their "no-shows" among those who have paid sizable fees. Each year a fraction of last year's upper classmen do not return to college. In education, attrition starts with enrollment.

Counseling

Professional counseling is almost impossible to provide by correspondence. In fact, it is unprofessional to attempt it by mail under the American Personnel and Guidance Association code of ethics.

The National Home Study Council standards for accreditation state:

> "No field representative shall be permitted to use any title that indicates that he has special qualifications for guidance, counseling, or registration, which he does not in fact possess."

Even if a rare agent should be professionally qualified as a counselor, his role as a school representative would preclude his acting in a counseling capacity. Prefessional counselors are neutral as far as an individual's occupational choice is concerned and in regard to what school he attends or course he pursues. Counselors are professionals in helping a student go through a problem-solving process of occupational exploration and educational planning for his future. An agent is interested in having his prospect enroll in a specific course in the school which he represents and in no other. The two roles are incompatible.

Correspondence school officers and agents can be objective largely on matters in which their interests of their schools (and their income) are not at stake.

The better home study schools work closely with high school counselors in relation to prospective enrollments from among seniors and graduates. If a school's representatives recognize the proper role and training of high school guidance counselors and if counselors conversely recognize the proper role of the representative, a good professional relationship can be built up to mutual advantage. Some home study schools are developing this relationship very well although it takes time and stability in the field staff. The representative cultivates a close relationship with the couselors until they know and can trust each other. The representative seeks and takes much advice of the counselor regarding the students, their interests, and capabilities. He does not act counter to the counselor's viewpoints.

Again the problem is not one-sided. Many counselors are not broadly trained and well informed. They are almost always strongly oriented toward college and are most effective in helping college bound students. College is the system through which they went; they know it best. Many have strong built-in feelings against private schools and "schools for profit"—most of all against home study schools. Most counselors have never taken a home study course; in general they are unfamiliar with the home study field.

Likewise, they are often unfamiliar with the broad world of work as most of them have had no first-hand work experience outside the school field. Thus, many counselors are ineffective in both vocational counseling and in educational counseling of the non-college bound student.

The home study schcol representative's role with the counselor is to provide each with ample information on the school and courses he represents and to enlist his help in identifying students who may properly be candidates for the school's offering. Usually more is gained in working with counselors than in trying to bypass them.

Student Selection

One key to success in home study, as in other education, is the selection and admission of the "right" students. Good home study schools want to accept only those persons who can and will properly benefit from their courses. Accomplishment of this objective is a problem.

Because educational prerequisites have less validity with adults than with youth fresh from school, home study schools often set no rigid academic hurdles for admission. The enrollment form may ask a few questions about educational background and experience. More often the school assumes no specialized background and designs its courses to start with literacy and/or assumed level of high school graduation.

The home office, of course, reviews necessary prerequisites but it, too, is more interested in taking enrollments in hopes that the students can succeed than in keeping applicants out. Review of prior subjects taken is not a very useful way to assess background Tests of prerequisite abilities are better but even they reveal little about motivation which may overcome most subject-matter shortages.

Schools enrolling entirely by mail may include a self-administering and self-graded test with descriptive material. An inquirer who succeeds may be led on into enrollment. One who has difficulty may decide not to enroll. Obviously the reliability and validity of the test are the key determinants of its value.

The USAFI is using self-screening first lessons in a few courses of high mortality. Would-be applicants who can and do perform well

on the first sample lesson know they did all right and are encouraged thereby to enroll. If the sample lesson stumps them, they will know it immediately and are advised to consider some other course. Such a device undoubtedly keeps out a sizable number of poorly prepared and weakly motivated persons.

Field representatives may be charged with assessing ability of the prospective enrollee to succeed in the course and keep out the unfit. However, the representative's income depends on enrolling students. Most are not paid equally to screen out the marginally fit. This conflict is partly resolved in a few cases by placing the representative on a straight salary instead of a commission.

When tests are used, their value depends on the merits of the tests and the use made of the results. As the school wants to make its courses widely available to most interested applicants, it is likely to interpret the test results liberally. Tests are usually graded into three piles and treated differently:

a. The obviously unfit are discouraged and not permitted to enroll. This group is usually relatively small—from 5 to 15 per cent.

b. Those of ordinary ability, the big middle group, are permitted to enroll with the assurance that they have some possibility of succeeding if sufficiently motivated.

c. Prospects with apparent talent, at least as revealed by the short test, are strongly encouraged to enroll.

A good creative writing school does not want to bother its instructors with semi-illiterates or those demonstrating no signs of creative imagination. A good commercial art school does not want to enroll those of little talent. But conversely, those with ordinary talent are permitted to enroll and try to develop their abilities.

Home study schools are schools of the second chance. They keep the door of opportunity open and have long been in harmony with the democratic tradition and open door policies of the present day.

Time Lag

A fundamental weakness in home study as an instructional method is the time lag in confirmation of the student responses. Psychologically, learning takes place most efficiently when the student knows immediately the result of his response or behavior. Reinforcement should come immediately—not a week or so later. The

injection of a week or more between mailing of his exercises and the return of the graded examination is a serious learning barrier and undoubtedly is a contributing cause of dropouts. When the corrected examination is returned, the student is no longer fresh on the topics covered; he has gone on to another assignment. If an earlier mistake remains uncorrected, it may continue to plague his further learning. At best the student can take time to review his corrected assignments, learn from the correct responses, and gain insight into where he went wrong and how to respond correctly. At worst he can look at the grade and lightly skip the review.

This time lag is not restricted to home study schools. Many classroom instructors return corrected themes, papers, and tests a week or two weeks later and may or may not go over them in class. In this situation, home study is no worse than classroom methods. Under any circumstances, a time lag is injurious to efficient learning.

Good home study schools try to cut the turn-around time to a minimum by providing in-today-out-today service on most examinations. However, three days is more likely the norm when grading, recording, and all processing is included. Except for nearby students, a week is about the least lag one can expect and two weeks for outlying areas is not unusual. However, no respectable private school will tolerate the two to four weeks often characteristic of the lag of USAFI and certain universities where the examinations go to professors around the campus for grading.

Good private home study schools have techniques for taking care of most of this time lag. In the preparation of materials, they eliminate most of the lag. Up to 90 per cent of the exercises are placed on an immediate feed-back basis. Self-check tests covering every important element to be learned are inserted frequently—sometimes several per page. Programmed instruction techniques are used. Answers are provided either on the same page or elsewhere. The student has a multitude of opportunities to know immediately how his learning is going. Thus, with immediate reinforcement, he learns and knows he is learning. Under these circumstances, the examinations which are sent in to the school are for evaluation of learning and diagnosis of learning problems and to a lesser extent are instructional devices.

Good planning and preparation of instructional materials can largely offset the usual handicap of time lag in home study learning.

Mental Interaction

Related to the time lag is the absence of immediate interaction of all active minds in a group. A lively group discussion can be a very stimulating experience. Several active minds are likely to generate more ideas than are in a book or in the instructor's comments. Even with cassettes, 8 mm. films, and other audio-visual aids, it is more difficult to "enrich" correspondence instruction than to supplement good classroom discussion.

In many subjects this lack of mental interaction and personal interstimulation is not a serious handicap. In social studies and literature much interplay of ideas is good. In drafting, radio repair, accounting, and disciplines bound by fixed principles, innovation and excitement of interactive minds may detract from learning although they might add to the social enjoyment. However, most vocational courses are not taken for social and recreational purposes.

The broad range of references, books, and periodicals in a library are missing from home study. Each student receives a limited amount of material standardized for his course. For almost all students this sets the boundaries of the course. In a few cases extra books are available on request or references are made to others possibly available in the public library. However, this branching technique is not at all characteristic of home study and would greatly complicate the method and begin to destroy some of its advantages.

Limitations of Subject Matter

Not all subjects can be taught or learned equally well by correspondence. In fact, some are very difficult if not impossible to teach at a distance even with auxiliary equipment.

In general, human sensitivies cannot be taught effectively by home study. Leadership skills, group interaction, citizenship, conversational skills, affective behavior, and the various non-verbal human sensitivities are difficult if not impossible to learn outside of human-interaction settings. Clinical aspects of psychological counseling and of psychiatry are not suitable subjects for home study. Learning "about" these subjects or learning the theory is possible, but clinical aspects are best learned in human situations.

> Public speaking needs to be practiced in public.
> Swimming is learned in water although reading about the process may help.

Surgery is best learned under the supervising eye of an experienced surgeon.
Trial work is learned in the courtroom even if much preparation is done alone.
Counseling and psychiatry are best learned in face-to-face settings.
Getting along with people requires a variety of human beings with whom to practice the art.
Conversational skills need practice with other conversationalists.
Some highly synthesized judgment learning is difficult by correspondence.

Enrollment in many specialized courses is limited to persons working in the relevant occupational fields and may require the approval of a supervisor.

Poor Readers

Correspondence study depends heavily upon ability to read. A near-illiterate, who may be carried in classrooms by oral and visual methods, will have a hard time succeeding in a home study course. On occasion extremely high motivation will count enough to lead to success. Inability to read will kill motivation and cause a non-start or dropout.

Yet, it is amazing how much well-prepared instructional materials, with action themes, clear illustrations, line drawings, easy-to-read vocabulary and sentence structures, use of the local idiom, and audio-visual aids can overcome the reading barrier. Kits with materials to manipulate add motivation. Some home study materials approach the comic book style and format and can be studied by persons able to read at the fourth or fifth grade level. More effort could probably push the reading level still lower, especially if coupled with cassettes. At least one Illinois home study school reaches down in to the upper grades with its general education courses.

Tens of thousands of children around the world take correspondence courses in elementary subjects. In the lower grades, instructions are sent to isolated parents who serve as tutors until the children are able to read for themselves. A similar arrangement is available from the U.S. Immigration and Naturalization Service to help illiterate or non-English reading adults prepare for the naturalization examination.

Hard Work

Home study is hard work—except for the motivated. Home study is not an inherently fun way to learn although great progress has been made in recent years in making instructional materials more understandable and interesting.

Advertising, direct mail solicitations, and agents seldom mention the hard work, the midnight oil, and the long grind, although at times agents take a "negative selling" approach to test the prospect's motivation. Students have to find out these things themselves. Many fall by the wayside.

Dropouts, like nonstarts, have declined in recent years. The number of students who finish is rising. Reports from private schools ranged from 13 to 95 per cent completions, but these figures mean little among widely diverse courses. A three-to-five year accounting course through the C.P.A. should not be compared with a 10-lesson hobby course. The median currently is in the neighborhood of 50 per cent.

Dropout data also are of limited usefulness. Most schools offer their courses as full-length comprehensive entities and do not offer them by segments. A student may have to enroll in the whole course to get the segment he wants. Even though it may appear to be more expensive than necessary, it is still the least expensive way for him to get what he wants. He is a predictable dropout from the beginning even though he may be perfectly satisfied with the section he wanted. A sizable number of students drop out, not because of lack of motivation or dissatisfaction, but because they took what they wanted from the course and were not interested in doing the other assignments for the sake of a statistic.

For sound reasons home study schools need not look upon vocational course completions with the same interest with which many colleges count degrees. College students have an added reason to complete their courses. They do not get credit unless they complete. This is one difference between an education and a diploma.

CHAPTER 5. CONTRIBUTIONS TO EDUCATION

> "High on the list of institutions that are democratizing education stand the correspondence schools, most of which offer training both in general education and in vocational subjects for many occupations. Their offerings cover a wider range of courses by mail than are available as residence courses in most any community, large or small. The repertoire of every correspondence school is available through the post office, to every student not only in the United States but in the world. The student does not travel to school. The school comes to him.
>
> "Only by means of the correspondence school will it ever be possible to give vocational education through schools to more than a comparatively small minority of the citizens of this or any other country. These schools though operated for profit, have become among the most effective democratizors of our educational institutions."[10]

Data presented in Chapters 1 and 2 show something of the scope of private home study in Illinois. Home study is being used to considerable extent throughout the state. It serves special educational needs of several population groups which are not or cannot be well served by conventional schools.

Home study is complementary to the conventional educational system, filling in some of the chinks. Classrooms, shops, and laboratories serve great numbers of youth and adults. Many learn best in a group environment. While certain weaknesses of the public schools have become more apparent in recent years, they still represent a very large and important part of the total educational system.

For a variety of reasons many youth and adults need an alternative system. Home study should be looked upon as one of a number of educational approaches whose characteristics, requirements, and capabilities allow it to serve certain roles within and as a part of the total educational system. Home study is not in competition with other forms of education; it complements other forms.

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[10] C. A. Prosser and Thomas H. Quigley. *Vocational Education in a Democracy*. American Technical Society, Chicago, 1949.

For many years Dr. Prosser was head of the famous Dunwoodie Industrial Institute, Minneapolis, Minnesota, a private resident trade and technical school. He also served one term as President of the American Vocational Association.

Present and Potential Uses

Major questions are:

What roles are private home study schools now serving in Illinois?
Where might they serve more, better, or in other ways?
How does the present usage compare with the potential?

One part of the answers might lie in the experience in certain other countries—not as a target for Illinois but as an indication of some of the potential. At least a dozen other nations are using home study for more purposes and enroll comparatively more people than is true in the USA.

Sixteen years ago, private home study schools in Sweden enrolled 7 times as many students per 100,000 population as enrolled in private schools in the United States. Other Scandinavian countries showed similar high enrollments.

The Netherlands in 1960 had a private home study student saturation per 100,000 population which was five times that of the United States. The Netherlands home study enrollment increased five-fold between 1947 and 1960.

Some of the largest correspondence schools in the world are in the smaller European countries.

A National Ministry of Education official in the United Kingdom reported to the author in 1957 that approximately 98 per cent of the chartered accountants in the British Isles prepared for their examinations by home study. At the same time about 20 per cent of the CPAs in the United States had learned a part or all of their accounting by correspondence.

In Sweden a high proportion of engineers qualify through home study courses. In America the figure is about 5 per cent.

Recently in Kenya several thousand elementary teachers have upgraded their qualifications through correspondence instruction integrated with radio broadcasts.

Tens of thousands of children in Australia and New Zealand get all of their elementary education through home study supplemented with radio.

In Japan millions of youth and adults are enrolled in correspondence courses combined with television and/or radio.

In Algeria correspondence courses are distributed free through newspapers. Students do the exercises and send them to the central school for grading. Only recently the University of California at San Diego has made courses available through newspapers.

The military and naval enrollment in private home study courses in Scandinavia is quite heavy.

Compared with other American states, Illinois is making good use of its home study schools. The home study resources of the whole nation are available to Illinois residents and are actually being used. Yet Illinois, in the heartland of home study education, is falling far short of using available home study educational resources to their fullest potential. No state in the United States is coming close to capitalizing fully on home study courses.

Individual Enrollment

The great bulk of home study enrollment in Illinois is of individuals who take courses for vocational purposes. Even much of the enrollment in academic courses is for vocational purposes. Religious purposes account for a fair slice and a much smaller number of people take home study courses for recreational or avocational purposes.

From the beginning private home study schools were organized and staffed to approach and serve the individual person. They did not work through established educational organizations but sought their clientele directly. Many of them have no other market strategy. Here is an estimate of how the private home study school student body divides by type of course:

71.3% take vocational courses
14.9% take academic courses
2.7% take recreation and avocational courses
11.1% take courses in religion

Analysis of student profiles show that the greatest number of enrollees want to get ahead in the fields in which they are already working. Above all else, home study is a part of a personal strategy for advancement.

Others, especially young adults, are looking for entry level skills. Inasmuch as new occupations are created and old ones decline with some rapidity in our dynamic economy, many workingmen

change occupational fields once to several times during their working lives. Most of them have family responsibilities and cannot forego paydays to learn a new occupation.

The need for retraining and upgrading continues throughout the working years. While the expanding area vocational centers and junior colleges can serve important parts of this need, it is clear, as Prosser and Quigley implied, that they cannot do the whole job.

Home study offers a convenient opportunity to prepare for entry into and progress in a second or third career. Early retirees from the military are one variation of this group.

Individual enrollment still represents a large area of potential expansion. If the following conditions remain true, one can see a growing number of home study students in the years ahead:

Only about 20 per cent of all jobs in the foreseeable future will require a college education.

"Only by means of the correspondence school will it ever be possible to give vocational education through schools to more than a comparatively small minority of citizens of this or any other country." (Prosser and Quigley, cited earlier.)

About 44 per cent of the population of Illinois are outside a commuting distance of a free-access college.

Many persons within commuting distance would not find vocational education programs suited to their occupational aspirations in available colleges or other institutions.

Many persons within commuting distance would prefer to stay and study at home and not commute.

The majority of young people are married and have family responsibilities by the early twenties and are not able to study full time in a classroom institution for long.

There will continue to be considerable mid-life change of occupations.

The Illinois population will continue to be mobile; in any one year 20 per cent of all people will move to another county.

As a higher proportion of our population reaches the post-65 age group in good health, a growing number will want to prepare for a retirement career.

Apparently these forces have been affecting home study enrollment for some time. Chart 3 depicts a rising home study enrollment since the Great Depression, slowly for two decades and more rapidly in the last 20 years. Professor Bolino observed this growth

of recent decades and wrote: "This growth is undoubtedly due to the flexibility it offers. Correspondence study is convenient. The student selects his own hours of the day or evening from which to study . . . Courses can be tailored around past experiences and based upon present job requirements or even future ambitions."[11]

Vocational Rehabilitation

The clients of vocational rehabilitation have expanded far beyond the physically handicapped and industrial accident cases of a generation ago. Today almost any person with a physical, mental, emotional, or social maladjustment which is a barrier to employment can be a candidate for vocational rehabilitation. Home study is an educational approach useful in many cases. It could be used more were it not for the fact that handicapped persons often have personality problems which make it desirable for them to be placed in social settings as much as possible.

Even so, rehabilitation officials in Springfield said that their counselors throughout the State utilize home study whenever it offers the best approach to training—all things considered. About 10 per cent of all vocational rehabilitation cases with educational components are being served by home study. Counselors are provided with a list of schools and courses approved for use. If a school or course is not on the list and a new need arises, the opportunity is open for a search-and-inquiry about a school which might serve the desired purpose.

> Illustrative of the use of home study in rehabilitation was the case cited by the Chicago School of Watchmaking some years ago of a young male student who was almost totally paralyzed and flat on his back most of the time. He could move his arms and pick up items from a raised bedside table. A large mirror was arranged above his face at a 45° angle. He was making good progress in his watchmaking course and well on his way to becoming a watch repairman. With a bit of family help to take care of customers, he could look forward to becoming economically self-sufficient in his own home. No doubt the psychological benefits to all concerned were of greater value than the money earned.

Vocational rehabilitation offers moderate opportunity for further use of home study courses. Expansion depends on such matters

[11]Bolino, *op. cit.* p. 113.

as improved course quality, creation of new courses suitable for rehabilitation clients, expansion of the program to cover more people, and further use of home study as an alternative to resident study where it may offer a better choice.

Apprenticeship Training

Apprentices in Illinois number into the tens of thousands. Some of these are registered and others are in unregistered company programs. All of them need related apprentice training for three to five years of their apprenticeship.

Related training for registered apprentices is usually given by the local public schools or junior college under the auspices of a local joint apprenticeship council. A minimum of 144 hours of related training is required each year and the amount is higher in certain occupations.

Where there are enough apprentices at the same level in one occupation to form a class, organized instruction can be provided in an evening classroom under a qualified instructor. Often, however, each occupation may have only a few apprentices or they may represent different levels of advancement. Sometimes the young ironworker, the bricklayer, the painter, and others may all be expected to take mathematics or drafting or other subjects in the same classroom. Otherwise the class would be too small to be economical. However, a class of mixed occupations and mixed levels is not the best way to provide the training. Supervised correspondence study often is a better way.

Home study at the present time is used largely where apprentices are geographically too scattered to justify a class or the long travel to the nearest class. Possibly one-tenth of the apprentices are receiving their related training by home study, although more could be so taught economically and conveniently, especially in the more specialized years of training.

The American School offers trade-related programs in 34 apprenticeable occupations. Chicago Technical College and International Correspondence Schools were also mentioned as sources of related training courses for apprentices.

Correctional Institutions

Home study has long been used in prisons and reformatories.

Home study offers an exceptional opportunity for inmates to fur-

ther their general education. In the Maryland State Prison it was found that practically any prisoner who lacked a high school diploma and wanted one could obtain the GED equivalency certificate by use of self-instructional materials. With ample time and no time limit, with programmed instruction materials, and with no competition or need to keep up with a class, almost anyone within the normal range of intelligence could acquire a high school education. And the cost is low.

With opportunities opening up for earning college degrees by examination, inmates and residents of other types of State and local institutions have an expanded opportunity to raise their educational level through home study courses. Illinois institutions could capitalize on this usage a great deal.

Many inmates have no socially-approved salable skills; the need for occupational training within correctional institutions is therefore considerable. Courses involving tools and kits of equipment are barred from some institutions but there is still a wide range of occupational courses available to inmates. Because rehabilitation of offenders usually needs to involve vocational training or retraining, it is easy to see that this specialized use should be materially expanded.

Mental Institutions

Home study has had limited use with patients in mental hospitals, but results have often proved satisfactory. Under medical and psychiatric guidance, many more patients might benefit from home study courses. Such courses could be provided as occupational therapy, as vocational training, and as avocational outlets according to the needs of the patients. Some patients may even be interested in extending their general education—in completing high school, for example.

The therapeutic aspects of the relationship should not be overlooked. Home study keeps students in touch with the outside world, and brings them mail and an outside human contact, as well as intellectual stimulation. Many students become quite attached to their instructors, sending them pictures and news about their personal lives.

Mental institutions represent an area of service which has not been developed extensively. Collaboration between home study schools, administrators of institutions, and their rehabilitation directors could lead to increased services.

Homebound Children

Illinois law requires that every child be provided with an opportunity for an education. Homebound children who cannot be transported to school daily number in the thousands. They are presently taught by tutors and visiting teachers at a high annual per-pupil cost.

This cost could be cut considerably and a high quality of self-instruction provided if arrangements were made for a private correspondence school to provide the instructional materials and service by mail. Visiting teachers or others could serve as co-ordinators, and make far fewer visits. The advantages could accrue at all grade levels and particularly in the upper grades and high school. In the lower grades the mother or someone has to be the helper to make any system of home study work.

For decades, Calvert School, a private day-school in Baltimore, Maryland, has instructed thousands of American children through home study in grades K through 9 living in most countries of the world. Likewise, the Home Study Institute, Takoma Park, Maryland, a church-related correspondence study institution, offers elementary education throughout the world, although most of its enrollment is in the United States.

The American School offers pre-high school remedial instruction at the upper grade levels although it is primarily for adults with weak learning tool skills. American School secondary enrollment includes a sizable percentage of age 16 or below, a fair number of whom are homebound.

Illinois has private home study schools which have or could readily acquire the capability of developing courses for the elementary grades for children although none currently offer courses at this level. New courses would have to be developed. The skills of private home study school curriculum and instructional personnel could be put to good use to relieve much of the load of the visiting teacher. Relatively standard courses could be developed to fit the major requirements of the various states and made available as a useful service to school districts throughout the country. Many districts would find it both economical and educationally sound to enroll their homebound students in good home study courses requiring only marginal co-ordinating attention from school personnel.

College Skills

Swedish high schools enroll thousands of secondary students and graduates in special private home study short courses in the summer months. Through remedial courses the students upgrade themselves in the learning skills necessary for further study in academic or technical schools.

Who does this in Illinois? Among the tens of thousands of young people entering higher education each year, a significant fraction drop out during the first year or two with no salable skill. Vocational students sometimes drop out for the same reasons although to a lesser extent. One major reason is weakness in reading, listening, calculation, note-taking, writing, and other study skills. Private home study schools could easily gear up to serve this need. The per-student cost would be a tiny fraction of the cost of a year of schooling and accompanying loss of a year's pay.

A Screening Device

Although conventional higher education usually involves classroom attendance, most of the study on campus is independent. The group, workbook, socialized, supervised, scheduled study of high school is largely abandoned. Those who have adequate self-motivation and independent study skills succeed best in college. Correspondence courses make an excellent screening device. Those who can not or will not succeed in a properly selected correspondence course usually have no serious business in college.

With a flood of applicants for admission to the overflowing colleges in India, the government is considering saying to secondary graduates: "All who are admitted to college must successfully finish the first year's courses by correspondence before going on campus." The unmotivated and unprepared would never clutter the campus and take up classroom space and instructor time. Those who completed the first year by home study could enter the second year on campus with a reasonable faculty-student ratio. The system would cut costs and yield a selected student body able to perform at satisfactory levels.

When the mounting costs of higher education are of widespread concern, the Illinois Legislature and/or State Board of Higher Education would be justified in considering a similar stance. Or the on-campus admission standards could be set high and appli-

cants who fell below could be allowed to take their freshman year by correspondence. Such a policy would not keep anybody out of higher education; it would only make them prove their worthiness and motivation by mastering college-level subjects before having access to the more expensive campus facilities. Admittedly there are social and other considerations involved, but most of them could be postponed until potential college students had proved their ability and willingness to do serious work. With the advent of the College Level Examination Program and other validating examinations, the time may be ripe for such a policy. The Illinois Junior College Board has already approved the use of the CLEP Subject Examinations and General Examinations for advanced placement and/or credit purposes, and has done so at least partly on grounds of economy.[12]

Teacher Training; Curriculum and Materials Development

Several of the larger private correspondence schools in Illinois have specialists in curriculum and instructional materials development who could give valuable insights and demonstrate effective teaching techniques to public school teachers, supervisors, and curriculum specialists. Almost without exception classroom teachers and school principals are amazed when they visit good private correspondence schools and become acquainted with the instructional techniques built into the courses, the instructional techniques used by the home study teachers, the curriculum development and materials-revision methods, the quality control exercised, and the careful and thorough attention given to each piece of student material submitted.

It would be well worth while if arrangements were made for groups of classroom instructors and curriculum coordinators to participate in a two- or three-day institute/workshop conducted by any of the better private home study schools. Such experience could be arranged by school districts, by university summer sessions, or under other auspices. Already the Agency for International Development and at least one out-of-State university send observers to one Illinois home study school to see good instructional practice. Inasmuch as home study schools are not well understood by public school people, it could serve both public relations and professional objectives for the better private home study schools to schedule such institutes and promote attendance by selected groups of

[12] *Recommendations on CLEP Subject Area Examinations*, Illinois Junior College Board, Agenda Item 7-C, March 7, 1973.

educators. The fact that a long list of top notch professional educators and subject specialists have associated themselves with correspondence schools should not be overlooked.

Independent Study Materials

As high schools and vocational schools are expanding their independent study formats, directors of instruction and members of curriculum committees could gain new insights and skills by spending two weeks or longer under the organized tutelage of private home study experts. Correspondence study instructional materials have to be self-teaching. Leaders in programmed instruction freely admit that private home study schools applied the practical principles of programmed instruction long before the theory of this format developed.

Private home study schools can succeed only as they make their materials understandable and self-motivating. Good correspondence educators can demonstrate formats, behavioral-objective formulation, unit construction, instructional techniques, feedback and confirmation techniques, variations of programming, motivation methods, quality control, evaluation methods, and economies that often do not prevail in materials prepared for classroom use.

If graduate credit is desired, such institutes can be arranged under university auspices. Or appropriate private home study school staff members could work with a school district on an in-service training basis.

Vocational schools in particular are increasingly operated on an individualized study basis so that the students can enter at any time, progress at their own rate, and leave when they have accomplished their objectives. This approach requires packaged self-teaching instructional units. Who is better prepared to design and develop such units and courses than correspondence educators? And who better than they could teach other professionals to prepare materials and teach by such methods?

Occupational Updating

In any dynamic society education and occupational skills become obsolete. Research, science, and developing technology have their impact on nearly every occupation. Professional societies and trade associations attempt to upgrade members of their occupational groups through conventions, seminars, short courses,

and periodicals. Trade and professional groups often try to keep on the growing edge and bring the results of research and experimentation to their members.

This need to keep occupations updated is an opportunity for home study to fill a need. Many people cannot attend conferences, seminars, and meetings and short courses. Trade magazines often go unread; they require no active response. Home study, with its two-way communication, is more likely capable of inducing positive learning activity. Workers in an occupational field can be updated constantly with the written word, cassettes, slides, filmstrips, and other teaching aids. This system becomes a continuing correspondence course usable by both trade associations and private schools. Here is an example:

> Salesmen of petroleum products need to keep up with the findings of science and research in fuels and lubricants. One private home study school offers them a continuing correspondence course which is in a monthly-magazine format with many illustrations, large type, and response sheets to be sent in for grading.
>
> It has been going on for years.

A great many other occupations could be kept up to date in similar fashion. Schools with large enrollments in any special field are in the best position to establish and maintain a continuing correspondence course. If 10,000 graduates of an electronics school liked their course, many of them would subscribe to a continuing updating course if offered by their alma mater. It might even be tied in with an alumni association.

Cooperative arrangements between home study schools and occupational associations, or schools and labor unions, or schools and large manufacturers can be envisaged provided the course content did not become loaded with advertising.

License Renewal

The Illinois State Department of Registration and Education is responsible for licensing several dozens of occupations. Once a license is issued, renewal usually is only a matter of paying a fee and making an application for renewal. However, there is a growing tendency to require tests of performance prior to renewal of license. More common is the requirement to show the completion of certain further education. Thus, Richard M. Nixon, while

Vice-President, had to finish two correspondence courses to maintain his status in the Navel Reserve. This practice of requiring additional recent study is quite common in military departments and in the licensing of educators.

Insofar as policies now or in the future may require practitioners seeking license renewal to show evidence of having kept abreast of their fields, home study would be one convenient way of preparing for the test. Such courses might cover only recent advances in the occupation, although they might also check on fundamentals most subject to obsolescence. Preparation for renewal of license could be made either through a continuing correspondence course or through a refresher-type course specifically designed for the purpose.

Vocational Guidance; Occupational Exploration

One Chicago school offered a one-week course in its subject to an academic high school which wanted its students to have some exposure to vocational education. The course was elective. Both the high school and the students taking the course were pleased with the experience.

Career days, talking about occupations, reading occupational information, talking with workers on the job, and such experiences are all very useful parts of the vocational guidance process. However, most of this activity is at the orientation and awareness levels. Hands-on experiences and deeper involvement are needed. Half-year occupational introductory and exploratory courses help young people make their occupational choices but only a limited number can be taken per year.

If the correspondence schools of the state could arrange to offer one- and two-week packages of their introductory assignments to high schools, they would be contributing importantly to the process of occupational selection. The high schools could offer these packages to youth still uncertain about their future fields of work. Some students might reject the fields of their choice after becoming familiar with the mental processes and work involved but at least they would have a more realistic basis for doing so. Some would find themselves. A few might even enroll in the course after high school but this is not primarily a recruiting device. Fees for these packages could be large enough to carry the cost without an appreciable profit. The public relations values should be considerable if the course is satisfactory.

Hopefully, the instructional packages would be available throughout the school year and the high school would allow certain students to take a sequence of several if they chose. The important consideration is that the student get his mental muscles involved in the nature of the work of the occupation and be less influenced by glamour.

As many high schools have only a limited spread of vocational offerings, home study schools could also serve by making their subjects available on a half-year basis. High schools could give credit for this work and the home study school could give credit if the student decided later to finish the course. But again the purpose is primarily occupational exploration.

Supervised Correspondence Study

Supervised correspondence study is one of many modifications of correspondence study which utilize its flexibility and adaptability. Its organizational pattern assures 100 per cent course completion or nearly so.

Supervised correspondence study is simple in concept and structure although there are several components and steps.

1. A classroom school may have one or more students who want to take courses it does not offer. This school
   a. Appoints a correspondence study supervisor or coordinator.
   b. Designates a correspondence study room and schedule convenient to the students.
   c. Arranges with one or more correspondence schools to provide the courses desired by the students.
2. The correspondence schools send their course materials to the coordinator who
   a. Distributes them to the appropriate students.
   b. Gives the students general instructions about how to proceed.
   c. Collects the students' completed assignments, sends them to the correspondence schools, and keeps appropriate records of the transactions.
3. The correspondence school intructors correct the assignments and return them to the local coordinator who

a. Records receipt of the assignments.

b. Returns the assignments to the students.

c. Goes over each corrected assignment with the student to assure that he benefits from the instructional service.

d. Gives ample encouragement and stimulation to further study and such help as he can during the process.

4. This process is repeated until the course is finished at which time the coordinator administers a final examination which is graded by the correspondence school instructor. If the student passes, a transcript is issued to the local school, which gives credit for the work completed.

The coordinator is not the teacher of any course; the teachers are at the home study school. The coordinator may be a licensed teacher, or unless prohibited by law, may be an unlicensed administrative assistant, or anyone able to do the necessary supervisory and coordinating work. With large numbers of students working under this plan, more than one room may be required. A classroom or library serves well. The study room is open and under the supervision of the coordinator from one to several hours per day depending upon schedules of students and their number.

Fees may be paid by the local school from tax money, from tuition collected, or from the student or parents directly for specific courses.

This plan was first utilized in this country in 1923 by S. C. Mitchell, then Superintendent of Schools, Benton Harbor, Michigan. He wanted to offer a more diversified list of courses than his budget or faculty could handle. As his plan spread it became known as the "Benton Harbor Plan." His first courses were drawn from the American School and International Correspondence Schools, although nearly any home study course of suitable level theoretically could be utilized if the correspondence school desired to cooperate.

Secondary Schools. Supervised correspondence study has reached its greatest development in high schools. About 40 years ago the University of Nebraska obtained a Carnegie Corporation grant for the development of home study courses for the scattered small secondary schools of the state. It has been a leader in this form of secondary education ever since.

The University of Illinois offers no high school courses by correspondence. There are advantages in obtaining services from established home study institutions rather than starting a new program, if desired services can be obtained. It is of course very expensive to start and maintain good correspondence courses. A great deal of expert time and know-how must go into developing materials that are highly motivational and self-teaching, as well as accurate from a content point of view. Only through volume enrollments can the high start-up costs be recouped and a reserve estblished for re-writing and re-printing courses to improve their learning qualities and keep them up to date. Volume enrollment spreads the costs so that cost to no one student is excessive. Obtaining service from existing institutions not only avoids the high costs of start-up, but gives an opportunity to see the finished product before buying, and to study its advantages and data as to student response to it. The administrator of supervised correspondence study can shop and compare, and have a choice, which he would not have if he developed his own program.

Upwards of 2,500 home study schools in the United States utilize supervised correspondence study. The number may be closer to 5,000 as 31 State and private universities, two State education departments, and one church-related home study school offer high-school level courses. The American School services approximately 1,500 secondary schools annually through this plan. Several other home study schools, both in Illinois and out-of-state, also offer courses under the supervised study plan, but the numbers enrolled are not available.

Nearly 1,550 students in Illinois secondary schools are taking correspondence courses from the American School on a supervised basis. Nearly 200 Illinois high schools enroll students in American School. The number enrolled in all other home study schools is not known.

The chief uses of supervised correspondence study in high school are:

1. To enrich the program of course offerings; to give courses students want.
2. To take care of difficult-to-schedule students, students with schedule conflicts, and transfer students who have special programming needs.
3. To offer occupational exploration opportunities.

4. To offer vocational education in an otherwise academic curriculum.
5. To offer required or desired courses for which the school has no qualified teacher, or not enough students for a class.
6. To enable a student to make up a failed course.
7. To provide opportunity for accelerated students.
8. To provide remedial education for slow learners.
9. To hold the potential dropout by giving him courses in which he is interested.
10. To serve the home-bound student.

Obviously supervised correspondence study is a boon to small high schools. Amazingly, even large high schools can and do use the supervised plan for several of the above reasons. Some high schools have scores and even hundreds of supervised correspondence students enrolled, all studying their various subjects whenever their schedules permit. After all, even a large high school would be hard put to offer all courses available from the whole rich array of private home study schools. Taking a supervised correspondence course can be conceived of as an educational experience in itself, to introduce students to one form of education that will be available to them as a post-secondary educational opportunity.

Supervised correspondence study at the high school level represents an area of great potential expansion provided home study schools establish and maintain close relations with this part of the educational system. This area is one in which the Scandinavian correspondence schools do a superb job. Hermods at Malmo, for example, works as closely with secondary schools as any of our secondary schools work with colleges and universities in their areas.

In America, however, many school principals, guidance counselors, and teachers are uninformed about, inexperienced in the use of, and predisposed against correspondence courses in any form, especially from private schools. If all secondary schools made wise and legitimate use of private correspondence courses and informed their student bodies of their availability, this usage of correspondence study could increase several fold. There seems

to be no impediment in Illinois state law or regulations to hinder this growth.

Courses usable for supervised correspondence study need not originally be labeled "high school" provided the local school is willing to accept them and make its own evaluation of credit and suitability.

As a result of this study it is estimated that 478 courses in 15 home study schools in Illinois are suitable for use at the high school level. This estimate came from the home study schools themselves and may not agree with the judgment of secondary school authorities.

Vocational Schools

Area vocational centers and other types of vocational schools likewise can utilize correspondence courses on a supervised basis for essentially the same reasons. Major uses might be (1) to extend the list of offerings beyond the available program, equipment, and teacher time or competence—to offer more areas of training, and (2) to supplement the present curricula. Examples of the latter might be:

Technical typewriting added for a few students to an office skills course without creating a special class.

Diesel motor theory added to an auto mechanics course devoted to gasoline engines.

Medical transcription added to a secretarial course.

In many cases supplemental equipment for practice would be available for student use at the vocational school although usually the correspondence school provides all equipment necessary to fulfill the course objectives. A teacher in a related field may or may not know much about the specialized course but it would not make much difference. The correspondence school provides the instructor.

Adult Schools

Supervised correspondence study is equally useful at the adult level in evening schools or other adult education programs. It is very common for adults to want courses which are not offered in either day or evening programs. In a small community adults may not ask because they do not expect much to be offered.

However, many years ago the Opportunity School in Denver offered to arrange to teach anyone any socially-useful subject. On this basis the school grew to be very large. When there were too few for a class, the school would find a class elsewhere in the city, find a tutor, arrange for a supervised correspondence course, or for a suitable home study course on an individual basis. This means that the local adult counselors and adult school administrators need to know about the wide range of available resources both within commuting distance and through the mail from home study schools. It also means that such schools must make their resources known to all adult schools which might have occasion to enroll a student in their courses.

Inquiry in the State Department of Public Instruction at Springfield revealed that almost no adult education programs in Illinois were using this method of providing education. Figures from American School showed only 46 students were enrolled in Illinois adult programs last year under the supervised study plan. Others, of course, may have enrolled in courses from other home study schools.

This record is in stark contrast to what is happening in Michigan. There the American School enrolls nearly 1,700 adults in various local supervised correspondence study programs. Adult schools in a number of other states also enroll sizable numbers of adults in supervised programs, provide space for study, and coordinate the school-student relationships.

According to the Director of the Adult Evening School Supervised Correspondence Plan in Midland, Michigan, the Plan in 1971-72 enrolled 118 different adults ranging in age from 16 to 55 years. A director, teacher, and a clerk handle this group. The study hours are from 7 to 9:30 on Tuesday and Thursday evenings, September through June. Many students, of course, have suitable places at home to study and do so at their convenient hours. Other districts might want to operate the program the year around.

These adults took a total of 937 courses which were equivalent to about 50 years in high school as some of them were half-unit courses. Each year the adult program turns out a sizable number of graduates with a full array of high school credits. Graduates get a high school diploma and not a General Education Development equivalency certificate. Lansing, Owosso, St. Johns, and other Michigan communities also have sizable enrollments in adult supervised correspondence study programs.

The subjects, of course, need not be limited to those required for high school graduation. They might as well be vocational courses with the local school providing a protected place and time for study.

The Michigan adult programs benefit from state financial aid which may not be available in Illinois. The author, however, has seen sizable programs of supervised correspondence study in other states in which the adults themselves paid for their private correspondence courses. On this basis the adults could have taken the courses as individuals without local school intervention. True, but both the local school and the student should know that supervised conditions help keep the student on schedule and assure a very high completion rate. With no local school involvement, the dropout rate would become sizable.

Junior Colleges

Junior and community colleges represent another area of potential service for private home study schools. Both small and large colleges and their student bodies could benefit from collaborating with home study schools. The main purposes would be:

To offer a richer, more extensive program, including more vocational courses.

To provide occupational exploration opportunities with credit.

To meet individual student needs and interests.

Provision of a special room for supervised correspondence study may not be necessary in a junior college if there is ample table space in the library. However, the coordinator needs to be available on a fairly liberal schedule to perform most of the functions performed by his high school counterpart. A librarian often makes a good coordinator in college provided the dean, department heads, and instructors are also familiar with the operation of the plan and potential of the program. They will have a voice in advising students in regard to home study.

Thirty-two private home study schools reported a total of 339 courses which they felt were suitable for use in junior colleges.

Counselors

All phases of public education can be of most service to their clientele if counselors and key academic people are familiar with

the variety of educational resources available to their students. Too often the assumption is made that all education has to be within the institutional framework and prevailing methods thereof.

However, good high school counselors maintain extensive shelves and files of information on college opportunities and offerings. The shelves and files are less congested with information about non-college educational programs. Shortage of printed and personal information is least in regard to private vocational schools and especially in regard to private home study schools.

Again the fault can be laid at both doors. Counselors too often have not tried to build up a reservoir of information about non-college postsecondary educational opportunities and especially about private home study schools. In turn most private home study schools have prepared very little informational materials suitable for the high school, junior college, and adult counselors. Promotional materials intended to appeal to the individual student are not always best for the counselor although he needs to receive student-oriented materials also.

If private home study schools individually or collectively could supply the kind of information needed by counselors, a part of this gap could be filled. For many years the National Home Study Council issued the *Home Study Bluebook* which served a part of this purpose, but this publication has been discontinued.

Once counselors have adequate information about the rich array of home study courses available, they are more likely to fulfill their obligation to the community. Any adult education office ought to be known as a place of information and advice in regard to any adult education resource. The high school guidance office can also become a source of information to which recent students will turn for discussion of plans before they make major decisions regarding a training program. The arrival of this day will require much closer collaboration between the counselors and private home study schools than presently exists except in a few cases.

Credit by Examination

As mentioned elsewhere, junior colleges can grant credit based upon the CLEP examination scores. This policy opens the way for private home study schools to offer courses preparing for these examinations. While most college-bound youth will probably want to spend some years on campus, most adults find this impractical.

Insofar as associate and baccalaureate degrees continue to be demanded for occupational entry and advancement, many adults will be forced to turn to the home study route for a college education. This area offers considerable room for service. Again the local adult education and/or junior college counselor can plan a useful role in advising such study.

Public Service Training

Many government workers at state, county, and municipal levels could benefit from good correspondence courses. They are often scattered geographically. Public education institutions do a fair amount of training of local public servants, but the coverage is spotty. Many employees never participate because of inconvenient schedules and locations.

Often training is best organized by national bodies. The International Association of Assessing Officers is an example of an organization which provides home study courses in a well-defined field. The assessing function is essentially the same in every jurisdiction across the country. Instead of requiring each state to establish its own training program, it is much sounder educationally to have good courses prepared by a national body. Quality can be high and costs low.

This type of service could be provided in a number of public service fields by private organizations or schools for Illinois officials. There are dozens and scores of occupations in government which have no counterparts in private industry. The level of government services could be materially improved by a comprehensive training program based in part, at least, on home study courses.

Certain civilian departments of the Federal government operate extensive correspondence programs to serve their scattered employees. This is the most feasible way when there are great numbers in the same occupational category as in the U. S. Postal Service and the Internal Revenue Service.

Industrial Uses

In the time available no survey was attempted to discover how extensively industry and business firms utilize home study in employee training. A number of home study schools, however, indicated that they had standing arrangements with companies

to provide training on request. For many years International Correspondence Schools have cultivated such arrangements. At the present time ICS has about 8,000 standing agreements to provide training programs of specified types to companies, including 70% of America's 100 largest corporations. Some of these courses are for related apprenticeship training but many of them are not. By contracts or letters of agreement, a company enrolls one or more new employees in the desired course. Often they are workers spotted for promotion. The company pays the tuition or in some cases induces the employee to enroll and reimburses him upon completion.

Other National Home Study Council schools collectively have another 2,000 such arrangements. Several Illinois schools have a few hundred such contracts although most enrollments are still with individuals aspiring to upgrade themselves or get into a new line of work. As the detailed arrangements are a bit different from those applying to an individual student, a special corps of "industry representatives" usually negotiate these arrangements with the companies.

In times of high employee mobility, companies may hesitate to pay the tuition fees for their new employees. The loss of an employee trained at company expense can be offset by appropriate reimbursement plans which require a period of service before complete reimbursement is made. Company reimburement is usually limited to accredited schools.

Several large companies have operated their own correspondence courses. A number have closed although some are still going. Usually the number of different occupations within a company make it impractical to offer the desired variety of courses. If only one or two occupations play a major role in the firm, company home study courses may be practical.

It is usually more economical for the company to enroll the employees in either off-the-shelf courses of private schools or to engage such schools to prepare courses especially for the company. Most company training departments do not have the expertise to prepare and operate home study courses.

A very successful arrangement is possible when the home study school is invited into a company to offer a course in company space and partly on company time. If the school or a suitable company official can conduct weekly discussions, seminars, or

instructional sessions, it adds to the interest, even though most of the studying is done at home. Evidence of company interest, participation in the selection process, time and attention during the course, and possibly reimbursement at the end are powerful incentives to completion. Some schools have reported completion rates of 95 per cent and upward under such arrangements.

Home study courses which are planned, developed, and conducted by a trade association or a school which serves a particular occupation are likely to be successful. These courses are usually closely geared in with industry requirements and have wide acceptance. Recruitment costs are low and service is usually good.

Educational Advisory Services to Industry

Home study schools are in key positions to advise industry and business in regard to their training programs. The nature of home study work requires the administrators to maintain a broad view of the whole gamut of educational problems, methods, materials, and media. When a company wants to design a training program for 20,000 employees in diversified occupations scattered in possibly 2,000 locations around the world, home study educators have a unique expertise to offer. If not charged with the whole problem, they should at least be on the team of educational advisors.

The systems approach to educational planning requires a multi-disciplinary team. The creation of a multi-media, multi-level, and multi-approach educational training system tailor-made for a complex organization calls for inputs from diverse backgrounds. Large companies would be well advised not to overlook the contribution of the home study educator.

CHAPTER 6. REGULATION AND SELF-IMPROVEMENT

Private home study schools operate under a variety of state and Federal regulations.

U. S. Postal Service

As correspondence instruction necessarily uses the mails, private home study schools come under the observation of the U.S. Postal Service. Carrying on fraudulent business through the U.S. Mails is a Federal offense.

Older established schools are seldom bothered with charges of fraud. Young schools operated either by inept or unethical managers occasionally are the subject of complaints, investigations and convictions.

Post Office investigations of correspondence schools have a long history and should be on the decline. However, along with other crimes against property and persons, crimes of fraud still are perpetrated by those who think they can get by with them. Currently an average of 65 investigations of home study schools are made each year. They result in criminal indictments in about one-third of the cases. About 10 persons a year are convicted. Most of these are small operators whose total volume of business accounts for a minor fraction of the total field. The Postal Service estimates that victims of fraudulent schools waste around three to four million dollars per year which makes the criminal side of the business a matter of two per cent or so.

This figure might be compared with data on fraudulent practices in service stations, appliances, home building, auto repairs, and other lines of American business.

The real harm is in the adverse publicity arising from such investigations, indictments, and convictions. The whole legitimate field suffers each time criminal activity is found on its margins. Apparently eternal vigilance and possibly stiffer penalties are about the only way to curb these fraudulent practices.

The Federal Trade Commission

The Federal Trade Commission is also much concerned with the regulation of private home study schools. It is charged with en-

forcement of fair business practices. To this end it promulgated its most recent *Guides for Private Vocational and Home Study Schools* on March 16, 1972. These guides or "FTC rules" were issued by the Division of Rules and Guides, Bureau of Consumer Protection, Federal Trade Commission, after extensive involvement of the home study and private school industry. The earlier set of trade practice rules for the private home study industry was promulgated on November 2, 1936. The new guides cover:

Definitions

Deceptive trade or business names

Misrepresentation of extent or nature of accreditation or ap-approval

Misrepresentation of facilities, services, qualifications of instructors, and status.

Misrepresentation of enrollment qualifications or limitations

Deceptive use of diplomas, degrees, or certificates

Deceptive sales practices

Deceptive pricing and misuse of the word "free"

Deceptive or unfair collection and credit practices

Affirmative disclosures prior to enrollment

These guides are set up to insure that all schools operate under the same basic rules. Fair competition is a guiding principle. Before such rules were established, schools which desired to operate along ethical and public service lines were at a distinct handicap when in competition with unethical schools with no concern for long-range public benefits.

The intervention of the FTC over the years has had a salutary effect on the management of home study schools, especially in regard to recruitment practices. Unethical practices have declined materially over the last three generations, but they have not vanished entirely. Schools which solicit enrollments by direct mail or advertising in periodicals establish a record in print which can be reviewed objectively by appropriate agencies. Schools which use field agents assume the problem of their regulation and control. Many schools have learned how to train and supervise their field staffs in ways that lead to no charges of malpractice or fraud. Other school managements have not learned how to control large

and aggressive field forces and have gotten their schools in trouble—again to the detriment of the whole field. This situation has arisen in recent years with some large schools.

In the last two or three years the Federal Trade Commission has assumed more responsibility for disciplining private schools, possibly as a reaction to the mushrooming consumer movement. A number of investigations are under way or have been made with rather strict criteria. Some cease and desist orders have been issued, but the outcomes of most of the inquiries are not yet clear.

U. S. Office of Education

Since the passage of Veterans Benefit legislation following World War II, the U.S. Office of Education has had an increasing role in the regulation of private home study schools. Schools whose students are eligible to receive benefits must now be accredited by a national or regional agency recognized by the Office of Education or have other special approval. The Office of Education becomes the accrediting agency for the recognized accrediting agencies. Its power to accept, retain, or drop an accrediting agency from its recognized list is a stick behind the door.

The Office of Education also sets up the administrative regulations under which certain acts of Congress affecting benefits to private education are implemented.

The National Home Study Council

After the Carnegie-financed study made by J. S. Noffsinger in the early twenties revealed some of the deplorable and unethical conditions in the private field, a few of the better schools which desired to stay in business and improve the ethics of the field assembled and established the National Home Study Council. Since its formation in 1926, the Council has been concerned with "sound educational standards and ethical business practices." Over the years it has been able to establish increasingly higher standards of ethical conduct for its members.

By 1955 the Council had established an accrediting system and standards covering the whole gamut of home study school operation. This system of accreditation was officially recognized by the U.S. Office of Education in 1959 as being the accrediting agency for private home study schools. Stardards in business practices and ethical conduct, particularly in regard to recruiting, adver-

tising, admission, tuition policies, collections, refunds, and settlement policies, have been revised upward.

A weakness of the system is that fewer than 200 of the possibly 700 private home study schools in the country are accredited by the NHSC. Many schools never apply. True, the NHSC-accredited schools account for nearly 90 per cent of all enrollments in the private sector, but it is the schools outside the NHSC ranks that have only governmental regulation to keep them within ethical bounds. A few each year are caught off base. The NHSC has no power to regulate schools outside its own membership. It can only certify to the public names of schools which can be relied on to meet its standards. It cannot take action against unaccredited schools.

State Regulation

Illinois first started to regulate private schools in 1951, a generation after the first state had assumed this responsibility. All business and vocational schools were under the jurisdiction of the State Department of Registration and Education.

The business schools asked to be placed under the State Department of Public Instruction in 1956. The Legislature agreed.

In 1969 vocational schools including vocational correspondence schools were also placed under the supervision of the State Department of Public Instruction. Schools not preparing for an occupation are not required to be licensed.

The State Department of Public Instruction also licenses agents of out-of-state schools. Thirty-three out-of-state home study schools had agents licensed in Illinois as of May, 1973.

The quality of state regulation of home study school agents goes a long way in setting the tone of field representatives. Illinois schools have nearly 300 field agents scattered over the state; one school alone has over 100. Out-of-state schools, of course, have far fewer.

CHAPTER 7. THE CHALLENGE AND THE POTENTIAL

The private home study schools of Illinois represent a rich array of vocational training resources operating in a system largely uncoordinated with the public schools and the public-and-private system of higher education. Only to a limited extent are these resources being used or related to the established public schools, area vocational centers, adult education, and higher education system of the state.

These resources include a broad range of courses and dozens of professional educators trained and experienced in curriculum development and teaching by independent study methods. Possibly the greatest future capitalization of the correspondence method lies in developing a much more cooperative and mutual assistance relationship between private home study schools and the public education enterprise.

Mutual Cooperation

Before these resources are more widely integrated with and utilized by the public programs, the two sectors of education will have to develop more mutually cooperative attitudes. Reasons for past non-cooperation can be laid to both sides. Historically, there often has not been good relationships between public education and private home study schools. Each side has spent too much energy blaming the other rather than seeking understanding and cooperative relationships.

The Establishment Attitude. A great many public educators sincerely believe that the profit motive should have no place in our educational system. Some would go as far as the Communist countries which rule out private schools of all types. Others would only rule out educational enterprises organized for profit. Yet, if these same educators would accept the history of American education and the facts of the situation today, they would have much of the basis for overcoming their antagonism toward the profit motive in education. Many of our earliest elementary and secondary schools were organized along profit lines. Schools organized for profit have long been a part of our educational history. The first filling of an educational need tends to be by schools organinzed for profit —by people who see a need and are willing to risk their time and money in trying to meet the need, in hopes people will be willing to pay enough for their service to keep going.

Those who think education should be a social service untouched by profit can do well to remember that much of medicine, housing, and a number of other social services are organized on profit lines. The profit motive is often apparent even in religion. We live in a mixed economy and certainly in education, the combined resources of all forms of education are necessary to do the total job that needs to be done.

If we believe in the value of education, we should be glad there are schools able to appeal to and reach people who are not being reached otherwise. To look only at the non-start and dropout is to fail to see the genuine service that is being rendered—often to people who were dropouts from the conventional system. A wealth of alternative opportunities to meet the needs of many different people is part of the richness of America.

Steps Toward Cooperation. The first major step toward cooperation for public educators to take is to recognize that the private sector possesses useful resources. As with many products and services, they vary in quality and nature. Public educators can take steps to become acquainted with the instructional materials, services, and educational personnel. Home study courses are suitable for a variety of uses and the method itself can serve specialized roles.

The Vocational Education Amendments of 1968 laid down a policy that Federal money may be used for the "provision of vocational training through arrangements with private vocational institutions where such private institutions can make a significant contribution to attaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions." (P.L. 90-576, Section 122(a) (7).)

Section 122 requires that the public sector become acquainted with the resources of the private sector and include the latter in State and local planning. If the private sector has and can provide a needed educational service more economically, arrangements should be made to have it do so. This principle could well apply to all the areas mentioned in Chapter 5: vocational rehabilitation, apprenticeship related training, education of homebound children, supervised correspondence study, and the whole list.

The predominant driving force in the American economy has long been considered to be the profit motive. Schools buy furnishings,

instructional supplies and equipment from profit-making firms. School buildings are constructed by risk-taking entrepreneurs who sometimes make a profit by winning contracts in competition.

Exception is sometimes taken to the presumed excessive profits made by private schools. Home study schools must make considerable investment and entail considerable risk to mount good courses. The profit margin is in fact small, and only tight management can keep a school viable. Profits vary, but in comparison of some schools, the rate of profit was found to be about the same in private home study schools as in university correspondence programs.

Occasionally public educators hear that a private school has suddenly closed, although such closings have materially declined in recent years. The few schools which now close are usually able to service out their students or turn them over to other schools which can do so. Students who have not finished their courses will continue to make their monthly payments which are sufficient to cover instructional costs. It was of course tragic when what had become the largest private home study school in America went into bankruptcy because of financial mismanagement; but almost none of its students were denied the instructional services that were due them. It is also unfortunate when other schools under new management attract drastic Federal Trade Commission and NHSC Accrediting Commission action. The image of all private home study schools suffers.

It is entirely possible that closer cooperation from the public sector could reduce many of the abuses of individual recruiting. At the present time the members of the public do not to any great extent rely on public educational institutions and counselors for sound advice in selecting private home study opportunities. They know full well that the advice in many instances would be both biased and uninformed. Public institutions in many instances have neither the desire nor the personnel to extend their services to the age and occupational groups served by private home study schools. The utilization of private home study school resources with in-public-school populations would help give public school personnel closer acquaintance with their rich resources of instructional materials, would familiarize students with an educational resource available to them wherever they are throughout their lifetimes (at no cost to taxpayers), and provide an opportunity for some consumer education in the selection of schools.

The fact that private home study schools exist and are serving millions of students in unique ways should be sufficient reason for public school educators to seek to bridge the gap and establish cooperative relationships.

It is entirely likely that many attitudinal problems with private schools, especially toward home study schools, would largely disappear if public education could bring these schools into the mainstream of educational planning.

For example, one major area of criticism of private home study schools is their recruiting methods—too often high pressure persuasion of unqualified individuals. As long as the primary mode of home study recruitment is an approach to isolated individuals, old patterns and attitudes are likely to prevail.

Home study got into vocational education three generations ago in response to a need which public institutions were not serving. Their recruitment patterns have remained basically unchanged to this day, even though, with assistance of the Postal Service, the Federal Trade Commission, the National Home Study Council, and state licensing laws, many of the worst practices have largely disappeared. However, educators still hear stories about current recruitment practices with which they cannot agree.

Any vocational counselor knows that occupational choices and a training program ought not be decided within an hour under sales pressure. Counselors and educators have been working with their youthful charges for years in an effort to help them make wise occupational decisions, often without complete success. They resent strangers coming into the community and extracting quick occupational decisions from young people who are not yet ready to make them.

Integration into the Mainstream

> ". . . correspondence schooling needs to be tied into existing institutional structures—school systems, business enterprises, etc.—and offer its services to help meet training needs which are so specialized that the institution in question cannot meet them by developing intramural educational programs of its own. Secondly, correspondence schooling should concentrate on two types of courses: those which would provide opportunities for adults to finish their formal schooling and raise their

formal educational attainment to the appropriate competitive level; and provide highly specialized courses for which there would not be enough demand in any one business establishment or local community to make it worthwhile to organize a formal class."[13]

This quote from Johnstone and Rivera overlooks some of the many ways in which private home study can be used by public educational institutions. By using or referring students to private home study courses:

1. Secondary schools can enrich and expand their offerings materially.
2. Junior colleges can give credit for specialized correspondence courses taken under their auspices even though no formal class was offered in the subject.
3. Adult schools can assure the post-school community that they can study nearly any subject, whether or not a teacher is available locally or there are enough students for a class.
4. Vocational centers can offer several times as many occupational training programs as they now offer.
5. All schools could offer a broad array of occupational exploratory experience.
6. Counselors could serve as advisors regarding selection of courses, with information about private home study courses at their fingertips.
7. School systems could provide high quality of organized instructional service to homebound children and youth at a cost considerably less than that when the full instructional load must be carried by the visiting teachers.
8. Classroom institutions could develop many more individual study courses to fit a mobile population.
9. Counselors would have a source to recommend to their college-bound students for sharpening up their study skills through home study prior to going on campus.
10. Local schools could make the arrangements for the home study courses, thereby materially increasing the completion rate.
11. Colleges could serve more students with less strain on resident facilities and budget by encouraging students to

[13]John W. Johnstone and R. J. Rivera, *Volunteers for Learning: A Study of the Educational Pursuits of American Adults*. National Opinion Research Center, Chicigo, 1965. Available from Aldine Publishing Company, Chicago, Illinois.

take a maximum of credit by correspondence and examinations, at the same time, working people would have a more equal opportunity to earn college credit.

In greater or lesser degree all of the above services are in use in the United States at present.

Business organizations, governmental bureaus, trade associations, and other specialized agencies also use resources of private home study schools both in their formalized employee training programs and in counseling with employees and constituents as to their personal educational strategies. If suitable courses cannot be found on the shelves of correspondence schools, the schools may be asked to help design and develop appropriate new ones. In some instances the private home study schools may develop a course for the agency or help the agency develop a course, with instruction handled either by the private home study school or by the agency itself. Both of these patterns are already in operation.

This type of service requires private home study schools to have a different kind of representative from the individual-oriented agent. Instead, the home study school representative has to be thoroughly familiar with the instructional capabilities of the school, and has to have authority to design arrangements to fit the needs of the situation. The agreements that are worked out have to be approved by local agency authorities and by the headquarters of the home study school. In this instance, agents do not seek out individual students; arrangements cover a number of enrollments. Local school counselors, teachers, and administrators under such an arrangement act as liaison between individual students and the private schools. The arrangement can often reduce costs to individual students and eliminate many of the problems connected with enrollments taken on an individual basis.

The State Department of Public Instruction, state vocational rehabilitation and vocational education authorities, the prison boards, apprenticeship councils, the State Board of Higher Education, the Illinois Junior College Board, and various departments of government could all approve policies to enable the use of inexpensive correspondence study where appropriate to reduce costs associated with expensive on-campus facilities and to provide service to individuals with special needs. The point should not be overlooked that home study as a method may be more congenial to some people than classroom instruction; the teacher-student relationship is different and better-suited to some personalities.

Private School Readiness. Many private home study schools are still oriented to individual enrollments and do not have personnel or inclination to provide services in cooperation with local agencies or institutions, which requires a whole new market approach.

Private schools are aware of the shortcomings of public education personnel in regard to advising favorably about private home study. Yet certain agents of some private home study schools have cultivated such close relationships and rapport with local school officials that they get many referrals and many enrollments through local cooperation. One agent in Michigan works so closely with school officials that the home study school he represents gets hundreds of enrollments per year from that one source.

Too many private home study schools look upon an enrollment as a once-in-a-lifetime matter. Yet at Hermods in Sweden students often come back for a dozen or more additional courses throughout their lives. Hermods is one of the world's largest private home study schools, and enrolls great numbers of high school youth and young adults. Only a few American home study schools have learned this lesson of repeat business.

The public school counselor and the private home study school representative have different roles to play. If each plays his role properly and honestly, the basis can be laid for a mutually beneficial relationship. Indeed, it is primarily through such cooperation that the potentially extensive benefits can accrue to both: (a) resources of the private home study schools can be integrated into the established educational system, and (b) home study schools can greatly expand their areas of service.

Scandinavian private home study schools have given us a model. There are good reasons why their enrollments are many times larger in relationship to population, than American enrollments.

Swedish schools:

1. Induce top university, business, industrial, labor, and civic leaders to serve as directors and chairmen of their boards.
2. Make innumerable special arrangements and tailor courses to serve a host of special training needs in government, business, industry, and the classroom educational system. Through these agencies mass enrollments come, thereby drastically reducing recruiting costs and overall costs of service.

3. Provide courses for the armed forces, the merchant marine, and overseas nationals.
4. Serve many learning needs of home study students and prepare them for specialized advanced postsecondary training.
5. Offer general education and union education to labor union membership through union arrangements.
6. Offer courses through cooperatives for their members.
7. Offer much advanced technical training and engineering level courses.
8. Coordinate and integrate their home study instruction with other appropriate media and educational technologies. Home study does not have to stand alone.
9. Serve the scattered agricultural population with courses in production.
10. Recruit individuals almost entirely by mail and advertising. They depend upon their well-established reputations and obtain a conversion factor which is the envy of American schools.
11. Offer many short courses which are economic to sell by and through advertising and direct mail but not through field representatives.

It should be noted that the high status and working relationships enjoyed by the Swedish home study schools cannot result from one-sided action. The private home study schools alone cannot bring about such a happy state of affairs, although it certainly will not come about without their wholehearted cooperation. Official leadership in encouraging cooperation and understanding among public school people of the proper role of private home study schools will go far in helping bring it about. The National Congress has already acted to set a precedent. Many of the abuses that public school personnel complain about would tend to disappear if those same people gave closer attention and cooperation with reputable private home study schools.

CHAPTER 8. RECOMMENDATIONS

The following recommendations are addressed to several agencies and offices in Illinois.

TO THE GOVERNOR: It is recommended—

1. THAT at least two representatives from private education, including one from a private home study school, be appointed to the State Advisory Council on Vocational Education.

   The State Advisory Council on Vocational Education should include representation from all significant segments of vocational education. Public Law 90-576 provides for such broad representation.

2. THAT legislation be sought allowing any educational method to be used in preparation for all licensing examinations.

   For example, the only way to qualify for the Bar examination in Illinois is to attend a resident law school. Abraham Lincoln could no longer qualify by apprenticeship or a correspondence course.

3. THAT the State consider equalizing educational opportunities for those who live beyond commuting distance from a "free access" postsecondary institution.

   One way would be to offer a subsidy reimbursing a part of the costs of appropriate correspondence courses of postsecondary level. About half the population of Illinois is beyond normal commuting radius of a junior college.

TO THE STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION: It is recommended

1. THAT the State Advisory Council see that private schools, including private home study schools, are involved at all stages in the formulation of the Annual State Plan for Vocational Education.

2. THAT the Advisory Council advise on the State's role and responsibility for occupational training throughout adulthood and develop suggestions for the re-design of the vocational educational system to meet adult re-training needs, with home study serving an appropriate role.

   Most adults have to change occupations from one to several times during their work lives.

TO THE STATE DEPARTMENT OF PUBLIC INSTRUCTION: It is recommended—

1. THAT appropriate divisions of the Office of the Superintendent of Public Instruction examine the possibilities of using resources of private home study schools in:
   Support or strengthening of visiting teacher programs for homebound children and youth,
   Supervised correspondence study in secondary schools,
   Extending programs of area vocational centers,
   Teacher education and inservice training,
   Vocational guidance and occupational exploratory experiences,
   Adult education programs,
   Migrant education,
   Career education,
   Curriculum and instructional materials development, and
   The GED program.
2. THAT the Division of Vocational Education consider reviewing the vocational courses offered by private home study schools and drawing up a list of approved courses, with suggested credit, for use (a) in expanding the list of subjects offered and (b) to enrich the programs of high schools and area vocational schools.
3. THAT the State Department of Public Instruction work out a model plan or plans, or rules and regulations, for the local use of private home study courses on a supervised basis.
4. THAT the State Department of Public Instruction work out model letters of agreement between the State and private home study schools and/or between local districts and private home study schools for the use of correspondence courses.

TO LOCAL SCHOOL DISTRICTS: It is recommended—

1. THAT every local high school establish a supervised correspondence study plan with a part-time or full-time coordinator to extend its program of studies and better serve the diversified interests of its students.
2. THAT every local adult education program consider the merits of establishing a supervised correspondence study program to serve educational needs for which an organized class is impractical.

3. THAT every area vocational center draw upon the resources of private home study schools whenever students want occupational training beyond the capabilities of the local facilities and staff.
4. THAT counselors at all levels acquaint themselves with the resources of private home study schools in order to advise students and members of the community wisely.
5. THAT, in times of teacher shortage, high schools consider using supervised correspondence study in lieu of unqualified teachers and small classes.

TO PRIVATE HOME STUDY SCHOOLS: It is recommended—

1. THAT the private home study schools of Illinois organize into a cohesive voluntary organization which can speak with a single voice to appropriate governmental and nongovernmental agencies.

   Without such an organization, state agencies find it hard to know with whom to discuss matters of concern to private home study schools.
2. THAT the private home study school organization join together with organizations representing other segments of private vocational education in order to give a united voice to private vocational schools.
3. THAT the private home study schools propose the initiation of cooperative statewide or regional projects which would combine the capabilities of home study with other media and educational technologies.

   For example, a regional or statewide ETV—correspondence study program in preparation for the GED examinations might be a good one to start. (Or radio-correspondence project)
4. THAT private home study schools establish a continuing dialogue with the major state agencies potentially interested in utilizing the resources of home study schools.

   The State Department of Public Instruction, Illinois Junior College Board, State Board of Higher Education, and boards in charge of specialized educational, penal, and eleemosynary institutions of the state are among those of highest priority.
5. THAT certain private home study schools offer short institutes for helping public school teachers, counselors, and administrators to better understand how teaching is

done by correspondence and/or short courses in the organizati_n and preparation of self-teaching materials.

6. THAT home study schools with suitable courses consider further development of the "institutional market" by making arrangements for their courses to be used in quantity by schools, business and industrial organizations, trade associations, and governmen' agencies.

APPENDICES

PRIVATE HOME STUDY SCHOOLS IN ILLINOIS

The following schools offer one or more courses by home study. Schools marked with an asterisk also provide resident instruction.

Academy for Home Study
417 South Dearborn Street
Chicago, Illinois 60605

Advance Schools
5900 Northwest Highway
Chicago, Illinois 60631

*Allied Institute of Technology
1338 South Michigan Avenue
Chicago, Illinois 60605

Amerceac
Room 202B
2956 North Milwaukee Avenue
Chicago, Illinois 60618

*American Institute of Drafting
63 East Adams Street
Chicago, Illinois 60603

American Institute of Public Relations
141 West Jackson Blvd.
Chicago, Illinois 60604

American Medical Record Association
875 North Michigan Avenue
Chicago, Illinois 60611

American Savings and Loan Institute
111 East Wacker Drive
Chicago, Illinois 60601

American School
58th Street and Drexel Avenue
Chicago, Illinois 60637

American School of Photography
555 East Lange Street
Mundelein, Illinois 60060

American Surgical Trade Association
11 East Adams Street
Chicago, Illinois 60603

American Tax Training Institute
1535 North Ashland Avenue
Chicago, Illinois 60622

American Technical Society
850 East 58th Street
Chicago, Illinois 60637

*American Truck Driving Schools
7750 South Cicero Avenue
Chicago, Illinois 60652

Anderson School of Scientific Massage and Physical Therapy
9306 North Main Street
Princeton, Illinois 61356

Benson Barrett
6216 North Clark Street
Chicago, Illinois 60626

Blackstone School of Law
307 North Michigan Avenue
Chicago, Illinois 60601

Career Institute
555 East Lange Street
Mundelein, Illinois 60060

Chicago School of Watchmaking
310 Lincoln Avenue
Fox River Grove, Illinois 60021

*Chicago Technical College
2000 South Michigan Avenue
Chicago, Illinois 60616

Christian Writers School
Gundersen Drive and Schumale Road
Wheaton, Illinois 60187

*College of Advanced Traffic
22 West Madison Street
Chicago, Illinois 60602

Commercial Trades Institute
1400 West Greenleaf Avenue
Chicago, Illinois 60626

Computer Tax Academy
751 Aurora Avenue
Aurora, Illinois 60507

*Continental Institute of Technology
300 West Adams Street
Chicago, Illinois 60602

*DeVry Institute of Technology
4141 West Belmont Avenue
Chicago, Illinois 60641

Emmaus Bible School
156 North Oak Park Avenue
Oak Park, Illinois 60301

Fabricon Company
2021 Montrose Avenue
Chicago, Illinois 60618

Federated Tax Service
2021 Montrose Avenue
Chicago, Illinois 60618

The Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Hays School of Combustion Engineering
75 East Wacker Drive
Chicago, Illinois 60601

*Highway Transportation Institute
East Main Street
Post Office Box 607
Chicago, Illinois 60142

Institute of Applied Science
1922-26 West Sunnyside Avenue
Chicago, Illinois 60640

Institute of Gas Technology
3424 South State Street
Chicago, Illinois 60616

International Accountants Society
209 West Jackson Blvd.
Chicago, Illinois 60606

International Association of Assessing Officers
1313 East 60th Street
Chicago, Illinois 60637

International Graphoanalysis Society
325 West Jackson Blvd.
Chicago, Illinois 60606

Investigations Institute
53 West Jackson Blvd.
Chicago, Illinois 60604

LaSalle Extension University
417 South Dearborn Street
Chicago, Illinois 60605

The Liberty School
1111 West Park Street
Libertyville, Illinois 60048

Lincoln Service
2211 Broadway
Pekin, Illinois 61552

*Moody Bible Institute
820 North LaSalle Street
Chicago, Illinois 60610

Motel Management Institute
333 North Michigan Avenue
Chicago, Illinois 60601

National Baking School
555 East Lange Street
Mundelein, Illinois 60060

National Photo Coloring School
555 East Lange Street
Mundelein, Illinois 60060

*National Safety Council
425 North Michigan Avenue
Chicago, Illinois 60611

National School of Dress Design
555 East Lange Street
Mundelein, Illinois 60060

National School of Interior Decoration
555 East Lange Street
Mundelein, Illinois 60060

North American Institute of Police Science
Suite 1209
11 South LaSalle Street
Chicago, Illinois 60602

Peat, Marwick, Mitchell and Company
111 West Monroe Street
Chicago, Illinois 60603

Prefect Voice Institute
325 West Jackson Blvd.
Chicago, Illinois 60606

*Real Estate Education Corporation
500 North Dearborn
Chicago, Illinois 60610

*School of Audio-Otometry
5245 West Diversey Avenue
Chicago, Illinois 60639

*Siebel Institute of Technology
4055 West Peterson Avenue
Chicago, Illinois 60630

Stock Market Institute
808 Busse Highway
Park Ridge, Illinois 60068

Wahl Institute
9 East Goethe Street
Chicago, Illinois 60610

*Walton School of Commerce
111 North Wabash Avenue
Chicago, Illinois 60602

Wayne School
417 South Dearborn Street
Chicago, Illinois 60605

Wilson School of Engineering
14025 Selva Lane
Orland Park, Illinois 60462

COURSES OFFERED BY PRIVATE HOME STUDY SCHOOLS IN ILLINOIS

Accident Prevention
Accounting
Advertisting
Agriculture
Air Conditioning
Aircraft Drafting
Algebra
American Literature
Appliance Servicing
Appraisal, Real Estate
Apprenticeship Training
Architectural Drafting
Architecture
Arithmetic
Art
Assessing, Real Estate
Audio-Otometry
Auditing
Auto Body and Fender
Automation
Automotive Work

Baking
Beer Making
Bible Studies
Biology
Blind, Courses for
Blueprint Reading
Boilermaking
Boiler Operation
Bookkeeping
Braille
Bricklaying
Brokerage, Real Estate
Building Construction, Estimating & Maintenance
Bus Driving
Business Administration
Business Management
Business Law
Business Writing

Calculus
Cabinetmaking
Carpentry
Carpet Installation
Chemistry
Child Care
Civil Service Examination Preparation
Clerical
Clothing
Club Management
College Level Courses
College Preparatory
Combustion Engineering
Commercial
Communications
Communications Technology
Computer Programming
Computers, Electronic
Concrete Engineering
Construction
Consumer Credit
Contracting, Building
Controllership
Cost Accounting
Corporate Finance
Court Reporting
CPA Coaching
Credit and Collections
Criminal and Civil Investigations

Data Processing
Dental Office Assisting
Die Design and Making
Diesel Engines
Disease Classification

Drafting
Drawing, Freehand
Dressmaking & Design
Driver Training

Economics
Electrical Drafting
Electricity
Electricity, Automotive
Electronics
Engineering
Engines and Engine Tune-up
English
Estimating, Building
Etiquette
Eye Care

Fashion Design
FCC License Preparation
Filing
Finance, Business
Fingerprinting
Fire Investigation
Food Service & Administration
Foreign Languages
Forging
Foundry
Foreign Languages
French

Gardening
Gas Transmission
Geography
Geometry, Plane and Solid
Government, American
Grammar
Graphic Arts
Grinding

Handicrafts
Handwriting Analysis
Health
Heat Treating
Heating and Ventilation
Heavy Equipment, Operation and Maintenance
High School Subjects
Highway Transportation
History
Home Economics
Home Repair
Hospitality
Hotel Management
House Planning
Housekeeping, Hotel & Motel
Human Behavior
Human Relations

Identification
Income Tax
Income Tax Accounting
Industrial Supervision
Instrumentation
Insurance
Insurance Accounting, Fire and Casualty
Insurance Accounting, Life
Interior Decorating
Internal Combustion Engines
Investigation and Police Science
Investigations, Fire
Investigation, Civil and Criminal
Investments, Real Estate
Investments and Savings
Invisible Re-Weaving

Jig and Fixture Design
Job Evaluation
Journalism

Landscaping & Gardening
Lathe
Latin
Law

Law, Business
Law, Claim Adjuster
Law, Insurance
Law, Police Officers
Law, Real Estate
Law, Trust Officers
Leadership
Legal Secretary
Letter Writing
Literature
Lumberyard Salesmanship

Machine Drafting
Machine Shop and Trades
Management
Management, Small Business
Management Development
Manufacturing Methods
Marketing
Masonry
Mathematics
Mechanical Drafting
Mechanics, Automotive
Medical Records Personnel
Medical Record Science and Medical Terminology
Medical Secretary
Medical Transcription
Merchandisting
Metallurgy
Mobile Engine Service
Mortgage Loan Servicing
Motel Operation
Motor Fleet Operation
Motor Tune Up
Motors and Generators

Nuclear Energy

Oceanography
Office Practices & Management

Pattern Making
Personal Development
Personal Money Management
Personnel Management Administration
Photo Coloring
Photography
Physical Therapy
Physics
Physiology and Health
Pipe Fitting
Plastering
Plumbing
Police Officer Law
Police Science
Pre-High School Subjects
Printing
Production Management and Control
Professional Engineering Examination Review
Profit Planning and Control
Programming, Computer
Psychology
Public Relations
Public Speaking

Radar
Radio
Rate Clerk
Real Estate Salesmanship
Real Estate Brokerage
Refrigeration
Religion
Report Writing
Resort Management
Restaurant Management
Retailing
Rigging
Roof Framing and Trusses

Safety Training

Salesmanship
Sales Management
Savings and Loan Association Operation
Science, General
Scientific Massage
Secretarial
Service, Appliances
Sewing
Shaper
Sheet Metal
Shop Mathematics
Shop Practice
Shop Sketching
Shorthand
Slide Rule
Social Security
Sociology
Sound Technician
Spanish
Speech
Speedwriting Shorthand
Spelling and Vocabulary
Statistics, Business
Steam Fitting
Stenotype, Machine Shorthand
Stock Market Science and Techniques
Structural Drafting
Supervision
Surgical Equipment Sales
Tape Recorder Servicing
Tax Procedures
Teacher Training
Telegraphy
Television
Textiles
Theology
Tool Making and Design
Tractor Maintenance and Design
Traffic Management
Transformers
Transistors
Transportation
Travel Agent
Trigonometry
Truck Driving
Trucks, Maintenance and Repair
Typewriting

Upholstering

Ventilation
Voice Culture

Watchmaking
Welding
Wiring
Woodworking
Writing